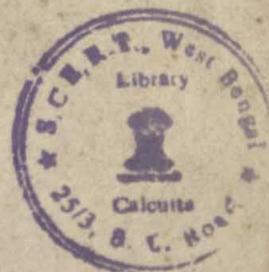


THE TEACHER'S MANUAL  
for  
LEARNING ENGLISH  
STEP THREE

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WEST BENGAL BOARD OF SECONDARY EDUCATION

77/2 Park Street, Calcutta 700 016

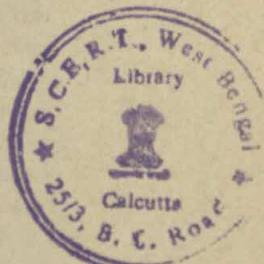
# THE TEACHER'S MANUAL

for

## LEARNING ENGLISH

STEP THREE

TEACHING MATERIAL



WEST BENGAL BOARD OF SECONDARY EDUCATION  
77/2 Park Street, Calcutta 700016

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## A WORD TO THE TEACHER

We are happy to present to you the third book in our "Learning English" series. This book is meant for the students of Class VIII.

We should firstly assure you that if some lessons remain undone from the second book, it is quite in order to take time at the beginning of the year to complete them before going on to work on the new book.

Once again the syllabus/material is functional. That is, the functions expressed by certain phrases, grammatical structures and forms are more important than the phrases/structures themselves. As in the case of the second book, many of these functions have been presented through pieces for reading and comprehension and realized through tasks and writing activities which enable the students to use these functions themselves.

### THE APPROACH.

You must have noticed that the 'Learning English' series are different from the types of textbooks most English teachers are accustomed to. These books contain as much reading material as they contain workbook type materials though in some exercises the students are required to write in their exercise books. Secondly, the textbooks are learner-centred. In other words, it is firmly based on the principle of 'minimum teaching, maximum learning'. A large amount of the work to be done requires students to work in pairs or in small groups, collaborating rather than competing, being active rather than passive, and using English communicatively. Thus, the book's methodology puts a lot of the responsibility for learning *on the students*, and it is your duty to make this point clear to your students. Equally, the book's methodology puts a lot of responsibility on you as English specialist, as catalyst, and as classroom manager. We expect you to make *group-work* and *pair-work as effective as possible*. One of the main advantages of such work is that, since pairs or groups can work simultaneously, the amount of STT (student talking time) is enormously increased. However, in both types of class organization careful preparation is necessary. It may take some time to get your class organized, but it is worth the effort. Remember not to pair two weak students. Guide the better ones to be effective group leaders. Re-group or re-pair if circumstances demand. All this will make your task easier and the students' work more meaningful.

Following such an approach does not imply that the students are left absolutely on their own. You will *not* be engaged in *frontal* teaching, but your presence as a counsellor must be felt by all the students.

## READING

The emphasis on reading and writing in Book III is deliberate. Our students will need to read and understand and write in English more and more as they get older. The emphasis now, you will have realized, is on silent and extensive reading rather than on intensive reading, though in between some intensive reading too is being encouraged.

Secondly, as has been advocated in Class VII, the students should learn to guess the meaning of new words from the context. Where they are unable to do so, your help may be sought. A dictionary may also be kept on your table for those who would like to refer to it. Vocabulary exercises have also been devised to help the students to guess the meanings in context. Since this is what adult readers normally do when reading, this habit has to be inculcated among our young readers.

Thirdly, explanation and translation of a reading material by you are totally discouraged in the new approach recommended. The students must be taught to become independent readers and learn to help themselves. The information transfer exercises following a reading unit, which the students have to tackle individually or in groups, will enable you to check on their ability to comprehend a piece of reading material and help you to discuss with them their problems.

Lastly, there are also lessons where the students are made aware of the importance of improving their speed in reading and ability to comprehend the main idea of a piece or a paragraph quickly (lessons 2, 9, 10, 11, 12 etc.).

Listening comprehension exercises have also been incorporated in some of the lessons (10, 15, 21). Extra work may be given if time permits.

## WRITING

Writing has been emphasized as much as reading. There are about 35 writing exercises in the text, where the learners have to plan and write dialogues, descriptions, letters, reports, describe processes, define something, retell events or stories, state problems and suggest solutions, classify, summarize, give information, etc. Most of the writing to be done is situational, that is, they are based on the situation arising

out of the reading material presented or on the function focused in the lessons. Pair/group-work should be encouraged in doing these tasks, and you will, of course, act as a 'counsellor' throughout these activities, moving from one group to another and checking how each group is progressing. Each group submits some part of its class assignments to you and this means you have to do much less correction work than you would normally do (half or one-fourth of the total number). When the exercise books are returned, let the groups discuss the mistakes they have made and ask you questions, if they have any. These exercises should be properly exploited in order to equip the students for the next stages in classes IX and X.

### ORAL/AURAL WORK

Though developing the reading and writing skills receive top priority at this stage, oral participation and active use of the language under your guidance are of the utmost importance. Much of the writing that has to be done by the students is preceded by oral work (with you, or between/among the students) and this gives the students an opportunity to communicate in English. The information transfer exercises accompanying reading units may also give the students an opportunity to communicate in English.

While doing these units of a lesson, you should allow the students to speak as fluently as they can. See if they can get across their message. Encourage them to speak, and learn to tolerate the mistakes they make while speaking, for correcting their mistakes at every point might stop some students from speaking at all. Discuss the mistakes they make later with the cooperation of the students. Besides there is ample scope for 'accuracy' practice when correcting written, grammar and vocabulary exercises much of which are to be corrected with the cooperation of the students and your guidance. Remember that making mistakes is also a feature in the process of language acquisition at all stages of learning.

Listening comprehension should also be practised. Some have been incorporated in the textbook (refer to the section on reading). You may organize extra listening exercises if you wish to.

### GRAMMAR

Many teachers seem to be under the misconception that grammar is not taken care of in the new approach. As you go through the text you will realize that there are a large number of grammar and vocabulary exercises incorporated at the end of the lessons as well as in the revision lessons at the end. You will notice that these exercises are different from those that you have been accustomed to in the past. You will find

very few instances where the student has to use a grammar or a vocabulary item in an isolated context. When he/she does so, any suitable meaningful alternative will have to be accepted by you. Short meaningful paragraphs have been used for practising troublesome grammatical items like verbs, prepositions, articles, etc. The student needs no extra grammar class or textbook, but if you feel that some clarification of a certain 'usage' is essential, you are at liberty to do so. What you should remember is the fact that it is the *constant use of the language* that is more important than learning how to define a noun or an adjective. Self correction, as stated above, and discussion of common mistakes with the cooperation of the students should be encouraged and practised as has been done in the first two years.

## ASSESSMENT AND TESTING

The sample tests for classes VI and VII and the testing and assessment scheme provided in the April, May and June, 1985 issues of 'Parshad Varta' and in the two manuals of the two textbooks already indicate that the basic objective of language testing is to assess the acquisition of the skills of reading, writing and oral/aural skills from time to time, so that both you and your students may have feedback on how much acquisition has taken place and what has not been possible.

The materials and exercises in the textbooks are but means to an end and *not ends in themselves*. What we should assess is the development of the above-mentioned language skills. In other words, the reading, writing and the oral/aural exercises in the textbooks are practice exercises which are intended to help the learners in the acquisition of the language skills. Hence assessment of knowledge/content/information has not been recommended. We want our students to become fairly fast and independent readers, to be able to comprehend on their own, to be able to write on their own and to be able to communicate orally as much as it is possible within the constraints of their environment and classroom exposure. So, it is the acquisition of these language skills which need to be assessed.

A guideline of the testing scheme for class VIII, similar to the ones provided for classes VI and VII, is given below for your benefit. Sample test questions are also appended in the final unit of this manual. We wish to remind you again that textual questions which aim to test knowledge/content/information incorporated in the lessons of the textbook are not recommended for assessment purpose. The basic aim of your assessment should be to test the acquisition of the language skills.

### 1. TO TEST : READING SKILLS.

- (i) Reading a story, a biography, a letter, a conversation, an excerpt on health, social duties, science and technology, etc. for

- a) scanning and answering short questions
- b) finding presence of fact or idea in passage(s)
- c) finding absence of fact or idea in passage(s)
- d) grasping the central thought of a passage or passages
- e) recognizing similarities/differences in the central thought of more than one passage
- f) following the structure of a passage/the inter-relationship of ideas and the development of a theme/an argument
- g) making simple inferences about the content of a passage or passages/inferring the meaning in context of individual words/phrases

(ii) Reading about problems, solutions, processes, classifications, arguments, etc. for

- a) filling in charts demanding information transfer
- b) drawing flow charts of processes
- c) classifying/categorizing in the form of a chart
- d) listing problems and their solutions

NOTE that while testing the acquisition of the reading skills students should not be required to write compositions. Since the objective is to test their comprehension, multiple-choice type questions, questions demanding short answers, labelling a flowchart, jotting points on a given chart (like those in the textbook) should be the pattern of assessment.

## 2. TO TEST : WRITING SKILLS.

- a) to retell stories, incidents, etc. briefly as specified
- b) to describe a process from a flow chart or from illustrations and with given verb forms
- c) to write dialogues on given situations
- d) to report facts/a conversation/the contents of a letter in a simple summary form
- e) to write letters responding to an advertisement
- f) to describe incidents—imaginary or real
- g) to write paragraphs based on points given
- h) to define something simple
- i) to write a paragraph classifying/categorizing the given data
- j) to write paragraph(s) on problems and their solutions
- k) to write a brief character sketch with given hints
- l) to write free compositions at times

NOTE that most of the writing to be done in this class are situational, as before, that is, they are based on the situations arising out of the reading materials though some free writing should also be encouraged. So while setting questions to

assess the students' ability to write, hints of types they are exposed to in the lessons will be necessary. Their own experiences and knowledge in other subjects should also be considered.

### 3. TO TEST ORAL—AURAL SKILLS

- (a) to retell short incidents, stories, etc.
- (b) to describe a process from a chart (short one)
- (c) to describe a picture, a scene, an incident, etc.
- (d) to talk about or converse on personal/school environmental/ social, etc., problems and suggest solutions
- (e) to define simple things
- (f) to converse with teacher on topics of interest (to the students)
- (g) listening comprehension test—a passage may be read out teacher may tell a story—students to answers questions on it

NOTE that the oral-aural tests may be used as informal tests throughout the year. The teacher may keep records of the marks and no final assessment would then be necessary. Separate marks could be allotted for fluency and accuracy.

### 4. TO TEST GRAMMAR/VOCABULARY SKILLS—refer to types of exercises set in the text as well as in the manuals for classes VII and VIII.

## INTRODUCTION

The lesson notes that follow are only guidelines for the busy teacher(s) who will be teaching in class VIII. The imaginative and experienced teacher(s) will, of course, make changes when necessary, keeping in view the objectives of the lessons. Some students will obviously take more time to complete a lesson than others. There are only 21 lessons to be done and even if each lesson takes five days, there will still be ample time for extra reading and writing for further practice.

Students should be made to do all the writing exercises properly and these should be corrected according to the directions given in the lesson notes. Most of the grammar and vocabulary exercises may be checked by the students themselves under the guidance of the teacher.

Reading should be done, mostly silently, by the students and the teacher should avoid explaining and translating facts. Let the learners put in the effort to answer the questions that check their comprehension.

STUDENTS SHOULD BE WARNED NOT TO GET ANSWERS FROM NOTEBOOKS FOR THAT WILL NOT HELP THEM ACQUIRE THE SKILLS OF READING OR WRITING.

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4.	Ask him why	6	presenting problems/solving them/explaining	Because/If Clauses/ Why
5.	Tea and Rice	8	Describing how things work/a particular process	Passive Voice/Which Clauses
6.	What did they say ?	9	Reporting facts/ summarising	Reported Speech/Noun Clause/Adv. Clause
7.	William Tell	12	Retelling a story/describing how something happened/ reporting	Past Tense/Adv. Clause – if/ because/so
8.	Making Paper and Rubber	13	Describing processes	Passive Voice/Participle adj
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No.	Lesson	Page	Functions	Structures
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## LESSON—1

### REVISION LESSON

#### UNIT ONE

##### Items

1

##### Steps

S<sup>1</sup>

Note that this is a revision lesson and students have already learned to narrate in Class VII. Let the students work in groups of four. It will take you some time to group them if you do not know the students well enough but it is worth the trouble. Their marks in English will help. Have one strong leader in group.

S<sup>2</sup>

Let them read the question silently. Check if they have understood. Tell the groups that each member of a group must make an attempt to tell his/her group something about the life of the Aryans. Since there are four units with hints, each one may attempt to say something on one of the units.

S<sup>3</sup>

Move round and check if they are working. Since there are hints, not much guidance will be necessary.

S<sup>4</sup>

Now make each one write out what he/she has said and let them read out among themselves and check.

2 and 3

Each group to write out a consolidated paragraph and submit it to you. Check as many as possible in class.

#### UNIT TWO

1 (i) (ii)

S<sup>1</sup>

Note that the purpose of this exercise is to enable the students to read and examine the organization of the paragraphs.

Let the students read the instruction. Check if they have understood.

S<sup>2</sup>

Let them read the paragraphs silently and number them accordingly with pencil.

S<sup>3</sup>

Let them check their ordering with one another and then with you.

(iii)

S<sup>5</sup>

Let them make a list of the words that enabled them to put the paragraphs in order. It should not be difficult. Check with them when they have done so.

#### Probable Words :

First day/won the toss/opening batsmen

Second day

Third day

Fourth day

Last day

The second paragraph is obviously the first paragraph.

Items      Steps

(iv), (v)      S<sup>1</sup> Let them read the paragraphs (in order) silently and quickly again.

                  S<sup>2</sup> Ask Qs. (a), (b), (c), (d), (e),—let them answer orally—repeat answers.

2 (i)            S<sup>1</sup> The students are expected to scan through the radio programme and answer the questions. Let them read the questions under (i) and write out the answers briefly.

                  S<sup>2</sup> Move round to check if they are working. Give guidance *only* if necessary. Remember you want them to scan and find the answers.

                  S<sup>3</sup> When they finish, check their answers with their co-operation.

*Probable Answers :*

(a) The programme summary at 7.55 a. m. on Calcutta A. It lasts for five minutes.

(b) Jyotsna should listen to Adhunik songs on Calcutta A at 8.15 a. m. and on Calcutta B at 8.30 a. m. She should also listen to the programme at 8 p. m. on Calcutta B. The students may specify other programmes.

(c) Karmakhali at 8.55 a. m. on Calcutta A.

(d) I should switch on the radio at 7.00 a. m. on Calcutta A.

(ii)            S<sup>1</sup> Your guidance may be necessary to get them started. Some students do listen to these programmes. Discuss in simple English about one of the programmes. Ask them about one that they liked very much, and one they didn't like at all. Tell them to give reasons. In case you feel, being older, your students are more likely to listen to a programme like *Galpodadur Asar* at 3.30 on Calcutta A, you are at liberty to let your students talk about it and then write the dialogue.

                  S<sup>2</sup> Get them to write the dialogue. It should be short. The speakers must either agree or disagree using suitable expressions.

(iii)           S<sup>1</sup> Let them read the question. Check if they have understood.

                  S<sup>2</sup> Now they may study the two programmes and see for themselves the features that are different as well as common.

                  S<sup>3</sup> Ask students to give their opinions. Note that the students will have to go through the programmes carefully in order to give their opinion. For example, they must notice the programmes in Sanskrit and English, etc. before they can say something.

UNIT THREE

1 (i)           S<sup>1</sup> Let the students read the instruction and the letter.

                  S<sup>2</sup> Now they will write the letter that Keya had written to Diya. Move round and check if they are writing the address, date and beginning properly. Insist on neatness.

Steps

S<sup>3</sup>

Check when they finish. This will be a short letter and so it will be possible to check a lot while you are moving round.

## UNIT FOUR

S<sup>1</sup>

Let the students read the labels carefully. Draw their attention to the word notes below. It is not necessary to know the meaning of every word. Move round and check.

S<sup>2</sup>

Let them work in pairs and find the answers to the four questions. Do not help them.

S<sup>3</sup>

Check their answers with their co-operation.

### Probable Answers :

- (i) Jolly should take the next dose at 12 noon. He is taking Adryl.
- (ii) Maya should take Syrup 52. Twice a day. One.
- (iii) Dr Chatterjee should ask his driver to drive the car. The warning says that Adryl causes drowsiness in some patients. Such patients should not drive cars for 4 to 6 hours after taking the last dose. Dr Chatterjee took his last dose only two hours ago.
- (iv) He should take Lusil. He should shake the bottle well before using the medicine.

(i), (ii)

These will have to be done at home. Check their answers when they submit. Discuss points if necessary.

iii)

Let them give their opinions in class. *Answer* : We should never take any medicine without the advice of a doctor.

S<sup>1</sup>

Let the students read the question silently. Check if they have understood what they must do.

S<sup>2</sup>

Let them work in pairs and write out the dialogue. The students ought to be able to write the dialogue since they did so in lesson 23 last year (refer to page 72). Move round and check.

To make it more challenging for brighter students you may suggest certain variations. For example, suppose, the chemist has run out of stock with *Lusil* and suggests a parallel medicine usually prescribed by doctors in identical situations. What will you do ? The dialogue should include the chemist's suggestions and the customer's answer either accepting the offer or declining it. Suggest reasons for declining (Refer to item 2 (III) above.).

S<sup>3</sup>

Check their answer when they finish.

## LESSON—2

### DO IT YOURSELF

<i>Items</i>	<i>Steps</i>	
1.	S <sup>1</sup>	Let the students study the given chart.
2. (a)	S <sup>2</sup>	ORAL WORK—ask them the questions and let them answer. Accept any correct answer—they must look at the chart to answer.
(b)	S <sup>1</sup>	Each student writes his/her name in the box and fills in the gaps in pencil (to be erased at the end of the class).
	S <sup>2</sup>	Let each compare his/her work with that of Mihir's and say something. Ask if it is proper to be like Mihir.
	S <sup>3</sup>	To write out their answers at home.
(c)	S <sup>1</sup>	To work in pairs and fill in the dialogue.
	S <sup>2</sup>	To read the dialogue with partner.
	S <sup>3</sup>	To check the dialogue with you.
3. (i)	S <sup>1</sup>	Students to read section (i). Move round and help with the meaning of the new words if necessary.
(ii)	S <sup>2</sup>	Let them read section (ii) and match. They may work individually or in pairs. This will take some time. They can mark with a pencil and then erase them later.
	S <sup>3</sup>	Check their answers with their cooperation—you may ask the students to read out their answers.
(iii) (a)	S <sup>1</sup>	Let them read the question. Check if they have understood what they are required to do. Let them work individually and write out the answer. Move round and check.
(b)	S <sup>2</sup>	Check when they finish. You will be able to check a lot when you are moving round.
4.	S <sup>1</sup>	Let the students read the question silently. Check if they have understood.
	S <sup>2</sup>	They may work in pairs or individually and find the words from the reading material—3 (i) and problems and solutions given in 3 (ii).
	S <sup>3</sup>	Ask them to read out their answers. Check. Let them correct.
5, 6	S <sup>4</sup>	Now let them use the words from the text, etc. in the blanks.
	S <sup>5</sup>	Check with them when they finish.
7. (a), (b)	S <sup>1</sup>	Let the students read silently the note and examples of Reflexive Pronouns.
(c) 1.	S <sup>2</sup>	Let them do the exercise individually.

Items	Steps	
2.	S <sup>3</sup>	Check with class when they finish. Let the students mark their own work.
	S <sup>4</sup>	The students to work individually and write a paragraph. Move round and check.
	S <sup>5</sup>	Check their paragraphs. Point out some of their common mistakes.

### LESSON—3

#### WHAT DO THEY DO ?

1.	S <sup>1</sup>	Students to read the instruction and the following examples silently. Check if they have understood.
2. (a)	S <sup>2</sup>	ORAL WORK—Ask them the questions and let them answer by referring to the chart.
(b)	S <sup>1</sup>	Let them work in pairs and find the answers to the questions.
	S <sup>2</sup>	ORAL WORK—Let students answer the questions. Check.
3.	S <sup>1</sup>	Tell the students to read the paragraph silently.
	S <sup>2</sup>	Now every student must write out a similar paragraph about another student. Move round and see if they are doing so.
	S <sup>3</sup>	Check their answers.
(a), (b)	S <sup>1</sup>	Let them read the next unit silently. Move round and check. Help them to guess the meanings of the new words in context, if necessary.
	S <sup>2</sup>	Let them find the answers to a and b.
	S <sup>3</sup>	Check their answers.
(a)	Soyabean 1 kg. of flour	Milk 12 kilos = 2 kilos Meat 3.5 kilos Eggs 6 kilos Rice Protein %
ii.		Meat = 20% Soyabean = 40%
(b)	ORAL WORK—Ask questions (i), (ii), (iii), and (iv). Let students answer. Allow as many students as possible to answer. Let some repeat the answers so that everyone can hear in class.	

#### Probable Answers :

- (i) Because people now know about its food value and are buying it more than before/There is a demand for such cheap nutritious food and so farmers are growing it more.
- (ii) We can buy the flour or the beans. It is also sold in the form of nuggets or granules.

Items	Steps	
		(iii) It is good for all people. For many of us it is a substitute for milk, meat, rice and fish.
		(iv) Let those who have tasted tell you about it. Let them also tell you the dishes they would like to taste and give their reasons.
		<i>Note</i> : Students should feel free to express their opinions. Encourage them to speak fluently. Do not correct while they are speaking. Common mistakes committed may be corrected at the end.
(c)	S <sup>1</sup>	Let the students read the multiple-choice questions silently and tick the appropriate answer with their pencil.
	S <sup>2</sup>	If some have gone wrong, ask them why their answers were not appropriate.
4.	S <sup>1</sup>	Let them work in pairs and fill in the blanks. Move round and check if they are working.
	S <sup>2</sup>	Let them check their answers with you.

*Probable Answers :*

- (i) cardamom seeds; bay leaves; elaichi; tejpatti (*elach* and *tejpata* in Bengali)
- (ii) Protein
- (iii) Diabetes; disease
- (iv) flour
- (v) neglect; agriculture
- (vi) remain
- (vii) value; going up.

**LESSON—4**

**ASK HIM WHY**

1 (i)	S <sup>1</sup>	ORAL WORK : Ask the students about their health problems. They should feel free to talk to you. Do not ask only the good ones. So that many students get an opportunity to speak. To carry on the conversation ask a few questions like—How long have you been suffering ? Have you seen a doctor ? Have you taken any medicine ?—and so on. Also give advice. Speak loudly and make the students speak aloud, too, so that the whole class hears.
(ii)	S <sup>2</sup>	Let the students read the instructions and get into groups and work accordingly. The conversations may or may not be similar to the one given. You helped them to speak in (i). Now they will make an effort to speak among themselves.

Items	Steps	
	S <sup>3</sup>	Move round and check. Encourage each group to deal with someone's problem. Help where necessary.
	S <sup>4</sup>	Let someone in the group write out the conversation with the help of the other members of his group.
	S <sup>5</sup>	Ask them to read the conversation among themselves and then read it out to you. Correct where necessary.
		<i>Note</i> that you may be able to do only this much in one period.
2 (i)	S <sup>1</sup>	Let them read the instructions and the questions. Check if they have understood—they ought to because these are some of the social problems that all of us are aware of.
	S <sup>2</sup>	Let each group choose two problems. Check if they have done so.
	S <sup>3</sup>	Ask them to discuss in accordance with the instructions given.
	S <sup>4</sup>	Move round and check if they are discussing. Encourage them to speak in simple English.
		Do not attempt to correct while anyone is speaking, but guide him a little if he/she stumbles.
(ii)	S <sup>1</sup>	Let them work individually now. Since they have already discussed the problems, writing should be easier.
	S <sup>2</sup>	Let them read the given example before they start writing. They may write one or two paragraphs. They must give the reason and then suggest a/some solution(s).
	S <sup>3</sup>	Move round and check. Give guidance only if it is required.
	S <sup>4</sup>	Check paragraphs when they finish.
		<i>Note</i> that this unit may require one period.
3.	S <sup>1</sup>	This is a reading unit. Let the students read silently. Help them to guess the meanings of the new words. Move round and check if they are all reading.
(i)	S <sup>2</sup>	Let them read the instructions and fill in the chart. They may work in pairs.
	S <sup>3</sup>	Let them check their answers with you when they finish.

**Probable Answers :**

Vitamins	Why necessary ?	Where found ?
A	Because it prevents infections	In animal fat, growing plants, milk, egg yolk, liver, codliver oil and in vegetables like lettuce, carrots and spinach (palang)

Vitamins	Why necessary ?	Where found ?
B	Because it prevents certain nervous diseases and its absence causes beri-beri	In milk, fresh fruit, cereals, and fresh vegetables
C	Because it helps to fight against diseases like scurvy, stiff joints, loose teeth and weak bones	In fresh fruit and vegetables like oranges, cabbages and tomatoes
D	Because it helps in proper bone and teeth development	It is found in codliver oil, liver, egg yolk. Sunlight also provides us with Vitamin D

*Items*      *Steps*

(ii)      S<sup>1</sup>      Let them read the instructions and complete the sentences by referring to the above chart. They should be able to work individually.  
               S<sup>2</sup>      Check their answers when they finish—ask them to read out their sentences to class. Let them correct their own exercises.

## LESSON—5

### TEA AND RICE

1.      S<sup>1</sup>      Let the students read the instructions and the two paragraphs silently.  
               S<sup>2</sup>      Ask them the following questions when they finish.  
                   (i) What is the first paragraph about ?  
                   (ii) What information does the second paragraph give ?

2 (i)      S<sup>1</sup>      Ask the students to read the instructions silently. Check if they have understood.  
               S<sup>2</sup>      Let them read the paragraphs silently and fill in the verb list chart with pencil. Move round and check if they are working. Help them with the meanings of new words, if necessary.  
               S<sup>3</sup>      Ask them to check their verb list with you when they finish. You may have the complete verb list on the table. Students may come up and check it against their lists. You may also put up the list at the back of the blackboard if the class is not very big.  
               Let them read the instruction and follow it.

2 (ii)

Items	Steps	
(ii)	S <sup>5</sup>	Let them work in groups and describe the process with the help of the verb list they have made. Every student should try to describe at least five steps in the process. Move round and check.
	S <sup>6</sup>	Ask a few students to describe it to the class. Avoid interfering while they are speaking. Ask the other students to comment when they finish. You will find that quite a number of students will be able to correct the grammatical mistakes themselves.
4 (a)	S <sup>1</sup>	Let the students work in pairs and match the labels with the illustrations. Move round and check if they are working.
(b)	S <sup>2</sup>	Check if they have labelled the illustrations correctly. Get them to work in groups. Let them describe the process to their groups. Ask each student to describe three stages in the process. They may use the labels they have matched with the pictures. The numberings of the labels are : 1, 3, 2, 5, 4, 8, 7, 6, 12, 11, 10, 9. Move round and check.
	S <sup>3</sup>	Ask three or four students to describe the process before the class. Help them to connect sentences.
	S <sup>4</sup>	They ought to be able to write out the process at home now. Ask them to read the description on tea processing before writing on rice.

## LESSON—6

### WHAT DID THEY SAY ?

1 (i)	S <sup>1</sup>	Let the students read the letter silently.
	S <sup>2</sup>	ORAL WORK—Ask them a few questions on the subject matter of the letter—what is not there in the letter (e. g. address)—whether it should be there, etc.
(ii)	S <sup>3</sup>	Let them read the report and find the answers to the questions.
(iii)	S <sup>4</sup>	When they have found the answers, let them check with you. (a) No (b) Yes

### Expected Answers :

Pronouns in Sarah's  
letter

We  
us  
you  
us

Pronouns in Nuzrat's  
report

they  
them  
me  
them

Items	Steps	
		(d) Discuss with the students what happens in the mother tongue, but do not spend much time on it.
(iv)	S <sup>5</sup>	Let them work with their partners and report to each other what Nuzrat tells her mother orally.
(v)	S <sup>6</sup>	Ask a few students to report orally to you. Check their answers.
	S <sup>7</sup>	Ask the students to write out the report at home. You may also ask them to write it in the class and check while going round.

#### Expected Answers :

Nuzrat tells her mother about Sarah's letter. They (Sarah and her other friends) are going to Murshidabad next Saturday. All of them are expecting her (Nuzrat) to join them.

2 (i)	S <sup>1</sup>	<i>Group Work</i> : Let the students read the instruction and the conversation that follows.
(ii)	S <sup>2</sup>	When they have done so, let them read the instruction in (ii) and report the conversation to their group with the help of the hints given (orally).
	S <sup>3</sup>	Ask a few to report to class. Check.
	S <sup>4</sup>	To write out report at home.
(iii)	S <sup>1</sup>	<i>Group Work</i> —Procedure same as in (ii). Let them read the instruction and report the letter and the conversation to their group. Move round and check.
(iv)	S <sup>2</sup>	Ask a few students to report the above to the class. Check when they have done so.
	S <sup>3</sup>	Tell them to write out the report for homework.
	S <sup>4</sup>	Ask them to read the note silently.
	S <sup>5</sup>	Check if they have understood.
		<i>Note</i> that with advanced students this unit may be done in one period while with others, it will take two periods.

#### UNIT TWO

3 (i)	S <sup>1</sup>	Ask the students to read the instruction, the comment and the report silently. Move round and check.
(ii)	S <sup>2</sup>	Tell them to read the instruction and act accordingly. Move round and check if they are filling in the gaps, that is, inserting the verbs from the conversation.
	S <sup>3</sup>	Ask them to check with you when they finish.
(iii)	S <sup>4</sup>	Let them find the answer and check with you.

Expected Answers :

(ii) reminded (told)	... x
would have to go	... <i>We'll have to go</i>
wouldn't be able to	... <i>can't go/join</i>
go (join)	
would write	... <i>I'll write</i>
must go/be	... <i>must go/be</i>
(iii) must go/be	

S<sup>5</sup> Let the students read the following note. Check if they have understood.

4. S<sup>1</sup> Let the students work in pairs and report to each other what Bhagabati Debi said. The students may not remember the exact words but it does not matter. Move round and check if they are reporting.

S<sup>2</sup> Ask a few students to report to the class. Check when they have done so.

5. S<sup>1</sup> Let them continue working in pairs. Ask them to read the instructions and the paragraph that follows. Move round and check. Help with new words if necessary.

S<sup>2</sup> When they finish reading, ask them to find the answers to the questions that follow. Move round and check if they are working.

S<sup>3</sup> When they are ready with the answers, let them check with you.

Expected Answers :

- (i) Check the use of verbs & pronouns if they go wrong. They need not report every word.
- (ii) It refers to telling her (Indira) about the early civilizations.
- (iii) Civilization/civilized state.
- (iv) Savage state/condition.
- (v) (a) reverse (b) barbarous/savage condition.  
(c) beasts (d) to become civilized.

6. S<sup>1</sup> Let them work in pairs. Ask them to read the instructions and the conversation that follows and then write out the report.

S<sup>2</sup> Ask them to check with you when they finish.

Expected Answers : (It need not be exactly like this)

24 May, 1984.

Miss Bachendri Pal, a twenty-eight year old Economics teacher from 'Uttarkashi' (UP) set foot on Mt. Everest on 23 May, 1984. She is the first Indian woman and the youngest of the five women to

*Items*      *Steps*

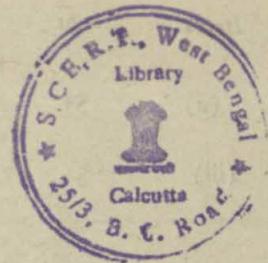
have climbed the peak. The team was led by Col. D. K. Khullar, Principal of the Himalayan Mountaineering Institute, Darjeeling.

**LESSON —7**

**WILLIAM TELL**

1.      S<sup>1</sup>      Let the students read the story silently up to the point where there are two questions to answer. Move round and check. There are about 280 words to read and even the slowest reader should not take more than *five* minutes to read the unit. Help with the meanings or the pronunciation of new words if necessary. Note the pronunciation of Gessler—'g' is pronounced as in 'go'.
- S<sup>2</sup>      Ask the class the two questions (i) and (ii) that follow. Make them repeat the answers so that all the students can hear.
- S<sup>3</sup>      Let them continue reading silently. Move round and check. There are about the same number of words in this unit, too.
- 2 (a)    S<sup>4</sup>      When they finish reading, ask them to work in pairs and complete the statements.
- (b)    S<sup>5</sup>      Ask them to check their answers with you when they finish. Ask a few of them to read out their sentences to the class. Check.
- 3 (a)    S<sup>1</sup>      Get them into groups. Let them read the instruction and report the conversation to their group. Move round and check if they are doing so.
- S<sup>2</sup>      Ask one student from each group to report the conversation to the class after they have already done so to their respective groups. Check.
- (b)    S<sup>1</sup>      Same as above.
- S<sup>2</sup>      Same as above.
- S<sup>3</sup>      Ask them to write out both their reports at home.
4.      S<sup>1</sup>      Let the students work in pairs and find the answers to (i), (ii), (iii) and (iv).
- S<sup>2</sup>      Check their answers with their cooperation. Let some students write the answers on the blackboard or read out their answers aloud. Ask others to check their answers.
5.      S<sup>1</sup>      Ask students to read the note and the instruction and complete the sentences.
- S<sup>2</sup>      Check their answers with their cooperation as above.

Items	Steps
6.	S <sup>1</sup> Procedure same as above. S <sup>2</sup> Procedure same as above.



## LESSON-8

### MAKING PAPER AND RUBBER

1. S<sup>1</sup> Let the students work in pairs and write out the paragraph. It should not be difficult for them for they have already learned to write about processes in Lesson 5. Besides, the stages of the process have been given in the chart.  
 S<sup>2</sup> Move round and check their work.  
 S<sup>3</sup> Ask a few students to read out their paragraph.  
*Expected answer :*  
 Note that students may not be able to tie the sentences very well or they may do so in slightly different ways. Guide them. If the description makes sense, accept it. Check if the passive form has been used properly.  
 The process of manufacturing orange juice consists of a number of *interconnected* stages (may not use the word in italics. It does not matter). First the fruit is harvested, and then delivered to the factory. Here, the oranges are sorted so as to remove any that are unsuitable (e.g. rotten). The next stage is to thoroughly clean them. Then they are crushed in order to extract the juice. The juice is mixed with water and syrup and sterilized bottles are filled with this juice. These bottles are then sealed and labelled at the same time. Finally, they are put into boxes for despatch to shops.

2 S<sup>1</sup> Let the students work individually this time. Move round and check. Help them if necessary.  
 S<sup>2</sup> Check their work (as much as they are able to complete). Those who cannot complete their work should be asked to do so at home.  
*Note* that this lesson is basically a writing lesson and there are four processes to be written out. It may take *three* periods to complete the lesson.

3 (i) S<sup>1</sup> Tell the students to read the instructions. Check if they have understood when they finish reading.  
 S<sup>2</sup> Let them work individually and match the labels with the pictures.  
 S<sup>3</sup> Ask them to work in pairs/groups and relate to their group how

Items	Steps	
		rubber is processed. Move round and check if they are doing so.
(ii)	S <sup>4</sup>	Ask a few students to describe the process to the class. Check if necessary.
(iii)	S <sup>5</sup>	Let them write out the process. Tell them to tie the sentences well. Move round and check. If they cannot complete their writing, ask them to complete it at home and submit their work the next day. Try to correct as much as possible when you are moving round.
4	S <sup>1</sup>	Though this is for homework, the process should be discussed by the students in class. They must collect information for each of the three items and plan the process in class. Let them work in groups.

*Example :*

*Book Binding*

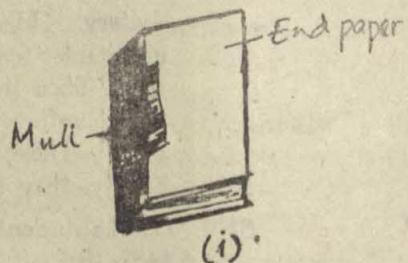
*Materials needed :*

- i) a small piece of mull or any fine cloth
- ii) a strip of paper or thin card one inch shorter than the length of the book and two inches wider than the width of the back
- iii) two pieces of stiff paper or thin card of the same width as the book but  $\frac{1}{4}$ th inch more in length
- iv) plastic or linen cloth at least  $1\frac{1}{2}$  inches bigger than the book including the two covers and the spine
- v) glue

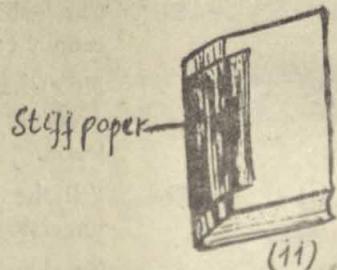
*Process :*

*A. To prepare the book :*

- i) The piece of mull is glued to the back of the book to hold the book together. It is then allowed to dry.



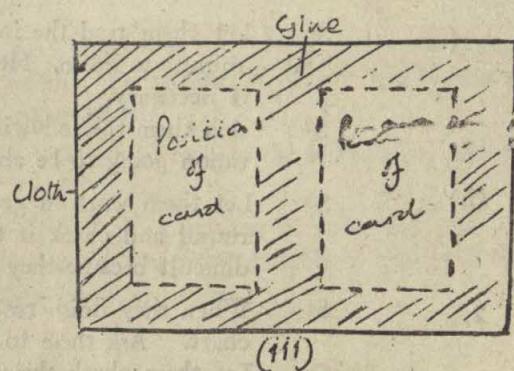
- ii) The strip of card or stiff paper is then pasted to the back of the book (spine) so that the two sides of the strip overlap the end-papers of the book by 1 inch.



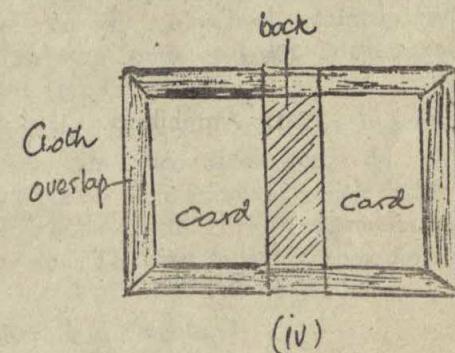
Items      Steps

B. To prepare the cover :

iii) The positions of the two pieces of card are marked on the plastic or linen cloth leaving out the space for the back of the book between two pieces and leaving equal space on all sides.



iv) The cloth is glued all over. The cards are then pressed into their places and the cloth is turned in on all sides (overlap). The folds are then rubbed down with a piece of clean rag.



C. To put on the cover :

v) The cover is laid on the table and the book is exactly fitted into it. The cover is carefully raised and the back of the book firmly pressed into its place. The endpapers are then pasted to the covers one by one. Finally the book is dried under a pile of books or other weight.

Use

Old books and notebooks may be bound at home.

## WHAT ARE THESE ?

1. (i) S<sup>1</sup> Let them read the introduction silently. It should take them half a minute to do so. Help them to guess the meanings of the new words if necessary.

S<sup>2</sup> Ask them the following question when they finish—what is the conversation going to be about ?

(ii) S<sup>3</sup> Let them work in groups of four and read the conversation. Move round and check if they are reading. The content should not be difficult because they are aware of the facts.

2. S<sup>4</sup> When they finish reading the dialogue, ask them to fill in the given chart. Ask them to use pencil and erase later.

S<sup>5</sup> Let them check their answers with you.

## Expected Answers :

Class	Animals	Characteristics
1. Amphibian	a turtle a toad a frog	It is able to live both on land and in water. It has a moist skin and no scales on its body.
2. Reptiles	a snake a lizard	It is cold-blooded and it needs to be in the sun for long periods. Its body is covered with scales.
3. Mammals	a cow a man a lion	It is warm-blooded and its body is covered with hair. It feeds its young with milk from the breast.
4. Birds	not given	(Students will be able to give its characteristics).
5. Insects	a cockroach a bee a butterfly a mosquito	It has three parts in its body and six legs. It can fly and has no backbone.

Items	Steps	
3 (i)	S <sup>1</sup>	Let the students work in pairs and write out definitions for (a), (b) and (c). Move round and check if they are working.
	S <sup>2</sup>	Ask (a few of) them to read out their definitions to the class. Check when each student finishes.
4 (i)	S <sup>1</sup>	<i>Example :</i> Oxygen is a gas which has no colour, taste or smell (without colour, taste, or smell). It is present in the air and is necessary to the existence of all forms of life.
	S <sup>2</sup>	Let them work individually. Tell them to read the instruction. Check if they have understood.
	S <sup>2</sup>	Let them classify and define the given nouns. Move round and see if they are working. Note that they ought to be able to classify these nouns and write a definition for each group.

#### Probable Answers :

The following nouns may be grouped into three classes. Sugar, meat and bread are uncountable nouns and school, animal and chair are countable nouns. The other nouns—Arun, Calcutta and Australia are capital letter nouns (proper nouns).

Countable nouns are nouns which have a plural form and take an article before the singular form, but uncountable nouns do not have a plural form and do not take an (indefinite) article before them. Proper nouns are capital letter nouns. They are names of people, places, rivers, mountains, etc. The first letters of these nouns must be capital letters.

[ Note that the organization may be different.. ]

5 (i)	S <sup>1</sup>	Let the students read the paragraphs silently. Move round and check. The content should not be difficult. Help them only if it is necessary. It should not take them more than <i>two</i> minutes at this stage.
	S <sup>2</sup>	ORAL WORK—Ask students to complete the sentences in their own way. Ask a number of students (especially the weaker ones).
	S <sup>3</sup>	Ask them to read the note. Check if they have understood. If they have been able to answer (d), they have been able to predict. Tell them. Ask them if they try to predict when they are reading stories. Are they usually right ?
	S <sup>4</sup>	Let them read on. Procedure same as S <sup>1</sup> . They may take a little more time because there are more words in these two paragraphs than in the first three.
(iv)	S <sup>5</sup>	Let them classify the types of volcanoes according to their characteri-

stics by filling in the chart. They ought to be able to do the work individually. Move round and check.

S<sup>6</sup> Have a chart on the blackboard. Ask students to come up and write out one type with its characteristics.

Example :

	Types	Characteristics	Examples
--	-------	-----------------	----------

2. Dormant volcanoes Volcanoes which have been inactive for a long time. They may become active any time. Fujiyama Vesuvius

S<sup>7</sup> Check with the cooperation of the students. Let them examine and correct their own work.

(v), (vi) S<sup>1</sup> *Oral work :* Ask the students to answer these questions aloud. Repeat the answers.

**Probable Answers :**

v) Vesuvius and Krakatoa.

vi) Yes. Five hundred.

vii) (It is called) lava.

viii) Crater is the mouth of a volcano/a bowl-shaped (funnel-shaped, round-shaped) hollow at the top or on the side of a volcano, from which eruption takes place.

S<sup>2</sup> Ask them to write out the answers.

*Word study and use*

S<sup>1</sup> Let them find the answers. They may be asked to work individually or in pairs.

S<sup>2</sup> Check their answers with their cooperation. Let them correct their own work when the right answer is given.

**Probable Answers :**

1. Yes 2. Yes (Check if they know the meanings of 'scale' and 'crawl'.)

3. breaks through; gushes out; burst into activity 4. (i) cold-blooded (ii) warm-blooded (iii) cracks; stretches (iv) Solid (v) accurate (vi) rigidly (vii) toad.

Items	Steps	Language study and use
	S <sup>1</sup>	S <sup>1</sup> and S <sup>2</sup> —same as above. Accept all meaningful answers.

*Example :*

1. A thermometer is used to measure temperature.
2. A thermometer is used for measuring temperature.
- 3: A thermometer is an instrument which is used to measure temperature (for measuring temperature).
4. A thermometer is an instrument for measuring temperature.

## LESSON—10

### LIVE AND LET LIVE

1 (a) S<sup>1</sup> ORAL WORK—Ask the students the questions (i)-(v) and let them define. Let other students repeat the answers. Help if necessary. Let them make an effort first.

*Example :*

Zoologists are experts in the science of the structure, forms, and distribution of animals/A zoologist is one/a scientist who is an expert in the science which treats of animals/A zoologist is an expert in the science which deals with the scientific study of animals/Zoologists deal with the scientific study of animals, etc.

(b) S<sup>2</sup> Let them write out the answers. Move round and check. Help where necessary. If thorough oral work is done in S<sup>1</sup>, students may write out one definition in class and the others may be done at home.

2. (i) S<sup>1</sup> Let them read the instruction. Check if they have understood that paragraphs 3 and 6 will be read out by you. These paragraphs have not been incorporated in the pupils' book because these sections are meant for checking the oral comprehension of the learners, which needs to be developed and checked from time to time.

S<sup>2</sup> Let them read the two paragraphs silently. Move round and check.

(ii) S<sup>3</sup> Tell those who finish reading to read instruction in (ii) and try to label the paragraphs. Let them work individually.

S<sup>4</sup> Check their answers.

**Items****Steps****Expected Answers :**

Report of an accident—Paragraph 1

Other thoughtless acts—Paragraph 2

(iii) S<sup>5</sup> Accept any logical reason given by them. Discuss in simple English.

**Example :**

a) is partly true. It is really telling us about the effect/result of a thoughtless act. Besides, nearly the whole paragraph is a question from a newspaper, so (d) appears more appropriate.

S<sup>6</sup> Let them tell you why (c) is more appropriate than (b). See if they can see the difference in the meaning of the words 'selfish' and 'thoughtless'.

(iv) - (viii) S<sup>7</sup> **ORAL WORK**—Ask the students these questions. Let them attempt to answer them in their own way. Help if necessary. Get as many students as possible to repeat the answers. Accept answers that are reasonable.

**Example : (answers for (iv))**

Boys shouldn't throw stones for fun because they may hurt themselves/others/. They may break window panes, etc.

S<sup>8</sup> Let them write out the answers. If they cannot finish doing so, the work may be completed at home and checked the next day.  
*Note that this should be a unit of work for a day. This lesson may take three or four days. The following unit is an oral comprehension unit.*

**3 (i), (ii)**

S<sup>1</sup> Let them read (i) and (ii) silently. Check if they have understood the instructions and know what they have to look for.

S<sup>2</sup> Read the following paragraph aloud to the class. Tell them to listen attentively. Read at normal speed. If necessary, read it out twice. Give the meanings of 'germs' and 'infect' before you start reading.

But anything may happen as a result of these actions. Somebody may slip on the banana skin and break his leg as the girl broke hers. The stone that we throw into the air may smash somebody's window and injure the people inside. The dirty sweepings left so carelessly in the lane may rot and infect the whole neighbourhood with the germs of a dangerous disease. Our spitting in trams and buses may cause similar infections.

S<sup>3</sup> Tell the students to give a short heading for the paragraph. Write out their suggestions on the blackboard and discuss which heading(s) appear(s) to be the most appropriate.

Items	Steps	Examples :
4. (i)	S1	a) The effect/result/outcome of our thoughtlessness b) What our thoughtlessness does
	S2	Allow them to read the two paragraphs silently. Move round and check. It should not take them more than 2 or 3 minutes to read the two paragraphs.
(ii)	S2	Let them do the exercise. They ought to be able to match the meanings with the words by referring to the paragraphs.
(iii)	S3	Check their work with them.
	S4	Ask them to define a 'selfish man'. Let a few students do it. Repeat correct answers.
5 (i)	S5	Tell them to write out their answers.
	S1	Let them read 5 (i), (ii), (iii), (iv), (v) before you read out the paragraph.
	S2	Read out the sixth paragraph. Tell them to listen and try to grasp the main idea. Read aloud at normal speed. It may be read out twice if necessary. Give them the meaning of the word <i>study-room</i> used for reading, writing, etc.
(ii), (iii), (iv)	S3	I know a boy who would always have the most and best of things for himself. If the father bought sweets or the mother made cakes, he would have the first pick. He never cared to think of his brothers and sisters. When he prepared his lessons he shouted at the top of his voice. His brothers and sisters who shared his study were disturbed, but he did not care. He did not know how to live together with others, and as a result theirs was a very unhappy home.
(v)	S4	Let them work individually and find the answers to (ii), (iii) and (iv). Tell them to write out the answers.
	S5	Ask them to check their answers with their partners.
		Ask a number of students to read out their answers to the class. Check.

*Probable answers : (Language may differ)*

- ii) The paragraph is about a selfish boy/a boy who thought of himself only/a selfish boy who made everyone unhappy, etc.
- iii) The family was unhappy because the boy did not know how to live together with the others. He was very selfish.
- iv) Let them give examples from the paragraph read out.

*Example :* He always had the most and the best of things for himself. When there was something good to eat, he would take the first pick. When studying he would shout at the top of his voice and disturb his brothers and sisters.



Items	Steps	
6 (i)	S <sup>1</sup>	Let them read the paragraph silently. Move round and check. Help them with the pronunciation of words if necessary, but do not give them the meanings of the words. They should make an effort to guess the meanings of the words in the context in exercise (v) that follows.
(ii)-(v)	S <sup>2</sup>	Let them work in pairs and find the answers to (ii), (iii), (iv) and (v). Move round and check.
(vi)	S <sup>3</sup>	Ask them to read out their answers to the class. Check.

*Probable answers :*

- (ii) The last sentence gives the main idea of the paragraph, so that is the key sentence (discuss if necessary).
- (iii) The second sentence.
- (iv) The second and the third sentences.
- (v) lot-fortune, condition; prosper-do well; seek-look for; pursue-go on with; destroy-break up; welfare-comfortable living and working condition; at the cost of-at the expense of (loss of); convenience-suitability.

7. (i)	S <sup>1</sup>	Let them continue reading silently. Procedure same as in 6.
(ii)-(vi)	S <sup>2</sup>	Procedure same as in 6.
(vii)	S <sup>3</sup>	Procedure same as in 6.

Probable answers : (The language used may be different).

- (ii) We are wrong if we pursue our own welfare at the cost of others/We have no right to make others suffer for our good.
- (iii) The mean and selfish people who stored rice and wheat and sold them secretly at high prices. The other people were the poor people who could not buy food at such high prices. They starved and died.
- (iv) 'this' refers to the scarcity of food grains during the Second World War.
- (v) Because they were criminals. People who could not buy food at high prices starved and died. They were responsible for the death of these people and so were criminals. Nehru rightly said that they deserved to be hanged.
- (vi)
  - a. collect and keep in a safe place—store
  - b. not enough available—scarce
  - c. used it for (their) benefit—took advantage of
  - d. good fortune, success—prosperity
  - e. suffered or died from hunger—starved

Items	Steps	
8. (i)	S <sup>1</sup>	Let them read the last paragraph silently. Move round and check.
(ii),(iii)	S <sup>2</sup>	Tell them to work in pairs and find the answers to (ii), (iii) and (iv).
(iv)		
	S <sup>3</sup>	When they have found the answers, ask them to read out the answers to the class.
9.		
	S <sup>1</sup>	Note that the students will have to reread the paragraphs and also take note of the main ideas of the two paragraphs read out to them before they can answer this question. They will have to take note while they are reading. Explain this to them and let them find the answer. Move round and check.
	S <sup>2</sup>	When they finish labelling, check their answers with their co-operation and discuss the organization of the paragraphs.

#### Expected Answers :

Paragraphs	What are they about ?
1	An example of thoughtlessness
2	Comments on 1
3	Comments on 1
4	Another example of selfishness/thoughtlessness Also comments
5	Comments/explanations
6	An example of a selfish boy
7	Comments/explanations
8	An example of a selfish act with comments Final comment

#### Language Study and Use

1. S<sup>1</sup> Let the students read the instructions, the note and examples.

Items	Steps	
(a)	S <sup>2</sup>	Let them do exercise (a) individually. Check with them when they finish.
		Expected answers : (the part in italics is the Relative Clause.)
		(i) The stone <i>that we throw in the air</i> may smash somebody's window and injure the people inside.
		(ii) I know a boy <i>who would always have the most and best of things for himself</i> .
		(iii) His brothers and sisters <i>who always shared his study</i> were disturbed.
		(iv) Society, <i>which is only a larger family</i> , would be destroyed.
		Note that (iv) is not a restricted Relative Clause like the others. Students may not be able to supply (i) (ii) and (iii) for these occur in the sections read out.
(b)	S <sup>1</sup>	Let them read the instruction and the example and do the exercise. Move round and check as they complete items.
	S <sup>2</sup>	Check with whole class. Let them read out their sentences.

#### Probable Answers :

- i) Dr. Mitra is the dentist who always fills, cleans and takes out my teeth.
- ii) Sri Sunil Guha is the teacher who used to teach us English in Class VI.

Or

- iii) Sri Sunil Guha used to teach us English in Class VI.
- iv) Some volcanoes that erupt very often are called active volcanoes.
- v) Ganga, which is the longest river (in India), flows through northern India.

## LESSON—11

### READING TODAY

Note that this is mainly a reading lesson and your main objective is to get an idea of the speed of their reading (the number of words they are able to read per minute) and their ability to comprehend. You will obviously need a watch for this. If you do not have one, think of a device to indicate a minute. You may count and see how much

**Items****Steps**

you can count in a minute (silently). Use this counting method to time your students' reading speed in half a minute. If you can count till 100 in one minute then you will count till 50 in half a minute. Let your students read all the instructions silently. Move round quietly to check if they are reading.

S<sup>2</sup> Check if they have understood the instructions—especially (ii) and (iii).

S<sup>3</sup> Tell them to be ready for the 'Start' order. Time their reading for half a minute. Tell them that they must start reading the second paragraph in 3 (from 'For many people today....' to 'are poor readers') as soon as you say 'Start'.

**2.****S<sup>4</sup>**

Say 'Start'. Let them read silently. Do not talk.

**S<sup>5</sup>**

Say 'Stop' after half a minute. Tell them to mark the point where they stopped. Ask them to count the number of words they have read and write them down in pencil. Now tell them to double the number of words they have read and write them down. That will give them the approximate number of words they can read per minute. This record of each student may be recorded on a chart and the students asked to check their speed later and see if they have improved or not. The chart should be easily available to students.

*Example :*

**READING SPEED PER MINUTE**

Date	Jan	Feb	Mar	April
Robi Roy	40	45		
Mira Sen	50	55		

**3 (ii).****S<sup>6</sup>**

They will not be able to understand words like 'relaxation' or 'advancing' but some may be able to grasp the main idea. Ask them to read 3 (ii) silently and see if they can answer the question. Tell them to write the number of the statement they choose.

**S<sup>7</sup>**

Now ask them to check their answer. The most appropriate statement is (d). The others are partially correct.

**S<sup>8</sup>**

Check their speed. Tell every student to compare his/her reading speed with that of the other students of his/her group and find out if the others have been able to answer 3 (ii) (d). Refer to 1 (vi).

**S<sup>9</sup>**

Let them read the whole of 3 (i) silently.

**S<sup>10</sup>**

Let them find the answer to 3 (iv) and discuss with their group.

**S<sup>11</sup>**

Check their answers. Ask some students to express their opinion to the class.

## Expected Answers :

(wording may vary of course)

The writer wants to tell us that reading ability is important, but many of us are slow readers. We should try to improve our reading speed. We shall need to read a lot in future./The writer reminds us that it is necessary to improve our reading ability to be successful in life.

S<sup>12</sup> Let them write out their answers in their exercise books. The work may be completed at home if they cannot complete it in class.

4 (i) S<sup>1</sup> Let them read the next unit silently. Move round and check. Help with new words if necessary.

(ii) S<sup>2</sup> When they finish reading ask them to complete the sentences in their exercise books. Let them work individually.

(iii) S<sup>3</sup> Tell them to check their answers with their group.

S<sup>4</sup> Ask some of them to read out their answers. Check by writing out the sentences on the blackboard. Accept any answer that is correct.

## Expected Answers :

- The Managing Director went to see an expert teacher of reading because he found that he could not read all the letters (the pile of letters) that he received every day/he realized he was a slow reader/he realized that he must learn to read faster/he realized that he must improve his reading speed, etc.
- He would have to read a lot of letters every day/a pile of letters daily/a large number of letters, etc.
- He read all kinds of material slowly/at the same speed.
- We should learn to read fast/quickly materials that are not important.
- We normally read difficult materials slowly/at a slow pace/at a slow speed rate.

S (i) S<sup>1</sup> Let them continue reading silently. Move round and check.

(ii) S<sup>2</sup> Let them attempt to summarise the main idea in a sentence. Ask some students to make an effort.

## Probable Answers :

The expert made the Managing Director read more and more difficult text quickly and soon his problem was over/and soon he began to read about nine hundred words a minute/and soon he became a fast reader.

S<sup>3</sup> Let them write out the answer in their exercise books. Move round and check.

**Items**

6.

**Steps**

S<sup>1</sup> Let them work in groups and find the answers to (i), (ii) and (iii).  
S<sup>2</sup> When they have found the answers, ask some of them to answer the questions aloud so that every one hears them. Check.

**Probable Answers :**

i) He had read all technical materials slowly. The materials were difficult so he had to read them slowly. He had not learnt to read easy materials fast.

ii) He went to an expert teacher of reading for help.

iii) Yes. I must learn to read faster.

S<sup>3</sup> Tell them to write out the answers in their exercise books.

7 (i)

S<sup>1</sup> Time their reading as done in 2. Give them two minutes. You may also tell each student the time he/she took to read when he/she finishes his/her reading. You will of course have to look at your watch and write constantly on the blackboard after one minute. Like this :

1 min.  
10/20/30/40/

(You may also count in units of 5 seconds.)

A student will look at the blackboard and write down his time.

(ii)

S<sup>2</sup> Check their time.

(iii)

S<sup>3</sup> ORAL WORK : Ask them to answer Questions (iii) (iv) and (v). Accept anything that is appropriate. Correct if necessary.

S<sup>4</sup> Tell them to write out the answers.

**Probable Answers :**

(iii) The text tells us how animals and insects send messages/communicate.

**Or**

The text tells us that animals (and insects) have a language of their own, etc.

(iv) The author has developed this idea by giving us specific examples/by giving us two examples/by giving us the examples of three fox cubs and their mother and the bees.

(v) The language of animals/How animals communicate/How animals send messages/The silent language of animals, etc.

S<sup>5</sup> Students may do this exercise to get the meanings of the new words. Let them work individually.

Match these words with their meanings :

## A

1. vixen
2. muzzle
3. stock still
4. gaze
5. invisible

## B

- a. that cannot be seen
- b. motionless
- c. long, steady look
- d. nose and mouth of an animal
- e. female fox

S<sup>6</sup> Check their answers.

Answers :

1. with e;
2. with d;
3. with b;
4. with c;
5. with a.

S<sup>1</sup> Let them read the exercise silently and do it individually in their exercise books.

S<sup>2</sup> Check with whole class. Let them give you the answers.

Expected Answers :

1. recreation	—relaxation
2. heaps	—piles
3. some	—several
4. progressing	—advancing/doing well
5. allowed to go to the next class	—promoted
6. bad luck	—unfortunate
7. teacher who used to guide him before	—former teacher

## LESSON—12

### ORPHEUS AND EURYDICE

1. S<sup>1</sup> Note that this lesson will take *three* or *four* days. Let them read the instruction and read the first two paragraphs silently. Move round and check. Help them to guess the meanings of new words like : *Spell-bound*, *charmed*, *strings* and the pronunciation of *Orpheus* (!ɔ:fju:s), *Eurydice* (ju:s'ridisi), and *Apollo* (ɔ!polou).

(i) S<sup>2</sup> Let the students make an effort to relate in a sentence or two what the two paragraphs are about.

**Items**      **Steps**

*Expected answers : (may be written on blackboard).*

The two paragraphs tell us about the wonderful songs and music of Orpheus/how Orpheus charmed men and beasts with his sweet songs and wonderful music/how everyone listened to him playing the lyre and singing the sweetest songs, etc.

as answers

S<sup>3</sup> Let them continue reading silently paragraphs 3, 4 and 5. Move round and check. It should take them about two minutes to read. Fast readers may be asked to complete the sentence in (ii) while waiting for the others to finish.

(ii)

S<sup>4</sup> Ask students to complete the sentence in (ii). Check those who have already done the work. Note that the students are making an attempt to give the gist of the paragraphs. Ask a number of students.

S<sup>5</sup> Let them continue reading the section. Note the pronunciation of Hades ('heidi:z), Persephone ('P>:!sefəni) and Zebs (zju:s). Help them to pronounce these aloud before they start reading. Tell them to read the note at the end of the section. It will take the average student about 3 to 4 minutes to read the section.

*Expected Answers :*

(iii)

S<sup>6</sup> **ORAL WORK**—Ask the students to answer the three questions in (iii). Ask a number of students to answer. Check.

a. **Zeus.** The great Zeus heard his sad songs and was sorry for the lonely musician/The sad songs and music sung and played by Orpheus touched the heart of the great Zeus of the cloud-land of the sky. He took pity on him and gave him leave to go down to the underworld, etc.

b. The writer does not tell us exactly what he saw. He just says that the journey was full of unknown dangers and terrible sights. Of course, he saw pale ghosts crowding round him and whispering something while he played on his lyre and sang. (Something to this effect—the language they use may be different).

c. **Hades and Persephone.** At first the dark king of the Underworld refused to grant his request. But Orpheus took up his lyre again and sang such a sad song that it touched (moved) the heart of Hades. His wife wept openly and he had tears in his eyes. At last he permitted Orpheus to take back his wife on one condition. He must not look back at her until they both reached the upper world. If he did, he would lose her forever. (Language may differ).

Items	Steps	
2. (ii)	S <sup>6</sup>	Let them continue reading the last part of the story. Move round and check.
	S <sup>7</sup>	When they finish, let them work in pairs and complete the chart in (i). Move round and check. They must refer back to the units 1 and 2 to fill in the chart.
	S <sup>8</sup>	Check with them when they finish. Let them read out their answers to you.

Probable answers : (may be written on blackboard)

	Qualities	Who were attracted by his songs & music ?
	1. A poet/could compose/(make up) beautiful touching songs	1. All men
	2. A musician/could play the lyre beautifully	2. All nature
	3. Loved his wife very much	3. The beasts
		4. Fair maidens and children
		5. Zeus
		6. Hades and Persephone
		7. The ghosts in the underworld.
(ii)	S <sup>9</sup>	Let them do this exercise, too (in pairs). Move round and see that they are working. Help if necessary.
	S <sup>10</sup>	Check with them.

Probable answers : (may be written on the blackboard)

- Orpheus grieved because he had failed Eurydice at the last. He was heart-broken and lost his love of life/he failed to bring back Eurydice to the upper world. Life had no meaning for him without his beloved wife.
- When he did not hear her footsteps, he wondered whether
  - she (Eurydice) was following him
  - she had met some hidden danger
  - she had grown tired and fallen behind.

3. S<sup>1</sup> Let them continue working in pairs and do this exercise. They will have to refer back to the first two units again to answer the question. Move round and check if they are writing out the answer.

S<sup>2</sup> Check with them when they finish. Let them read out the answers. Write them out on blackboard.

Probable Answers : (may be put up on the blackboard)

- i) All men listened, spellbound.
- ii) Nature seemed to draw near to him.
- iii) Even the beasts were charmed.
- iv) The fiercest beasts became gentle.
- v) Fair maidens and happy children came to listen to the wonderful music.
- vi) His magic music brought him safely through every danger in the underworld.
- vii) Ghosts crowded round him.
- viii) Hades was moved to pity. It brought tears in his eyes.
- ix) Zeus took pity on the lonely musician.
- x) Persephone wept openly.

4.

S<sup>1</sup> Let them work in pairs and match the words with their meanings. Tell them to look back and find the words in the story.

S<sup>2</sup> Check their answers with their cooperation.

Expected Answers :

- (i) with g; (ii) with d; (iii) with f; (iv) with a;
- (v) with b; (vi) with e; (vii) with c.

5.

S<sup>1</sup> Let some students re-tell the story to the class as directed. Help them when necessary.

S<sup>2</sup> Ask them to write out the story. Go round and check while they are doing so. You may be able to check a few exercises in class. The others will have to be corrected later.

6.

S<sup>1</sup> Let them study the examples and read the note silently. Move round and check if they have understood.

S<sup>2</sup> Let them work in pairs and complete the sentences. Move round and check.

S<sup>3</sup> When they finish, tell them to read out their sentences. Check.

*Note* that all the answers will be factual. Accept all answers that are appropriate.

LESSON—13

WHAT WE OUGHT TO DO

It may take four or five periods to do this lesson. Divide it into proper units.

Items	Steps	S <sup>1</sup> Let them study the problems of the students and the questions that follow. Ask them to find the answers to the questions. They may work in groups.
1.	S <sup>2</sup>	When they have the answers ready, check their answers with their co-operation. Ask a number of students to answer the questions. Repeat answers. Correct where necessary.
		Probable Answers : (answers will vary) :
		a) Pinaki ought to be more careful when doing sums. Perhaps he does things hurriedly and makes mistakes/He ought to revise before submitting his paper. He must not (mustn't) be oversure or over-confident, etc.
		Debasis ought to read a lot. Probably he doesn't like to read because he is a slow reader/He ought to get easy and interesting books to read/He ought to find reading materials he is interested in and try to read every day.
		He mustn't think that he cannot improve his reading/He mustn't avoid reading. Reading will help him to improve his speed, etc.
		Fatik ought to know that 'all work and no play makes Jack a dull boy'/He ought to play and try to be social. He mustn't read all the time/He mustn't avoid his friends and relatives, etc.
		Mira ought to arrive at school on time./She ought to learn to complete her homework/She ought to be more serious about her work. She mustn't be late for school/She mustn't be lazy, etc.
2.		b) Perhaps he is not very careful/Probably he doesn't revise/Perhaps he hurries through his work and makes careless mistakes, etc.
		c) Perhaps she is slow/gets up late/has to do a lot of housework/has to walk a long distance, etc.
3.	S <sup>1</sup>	Let them work in groups. Ask them to study the problems and find answers to the questions. Move round and check if they are working. Let each group write out a paragraph. Help where necessary.
	S <sup>2</sup>	Check their answers with their co-operation. Ask some students to read out their paragraphs.
		Probable Answers : (language will differ) :
		Farmers use different types of pesticide. Some are more harmful/dangerous than the others. These have to be used very carefully. Farmers ought to learn to use them carefully. They ought to know how much to use. They mustn't overuse them for the pesticide can damage the users' health. They must not spray too much on vegetables. It is harmful. Vegetables retain some of the poison, and people who take them without cleaning them properly will suffer. They

ought to store the pesticide in a safe place so that it is not easily available to every one in the family. Pesticide has increased suicide cases in the villages and so farmers mustn't be careless about its use, etc.

S<sup>3</sup> Tell group members to copy the corrected paragraph in their exercise books.

4. S<sup>1</sup> ORAL WORK—Let individual students give their opinion in their own way. Points may be written out on the blackboard. Refer to S<sup>3</sup>.

S<sup>2</sup> Now they may work individually and write out a short paragraph. Move round and check. Ask some students to read out their paragraphs.

**Expected Answers :**

- i) Train farmers well about the utility and careful use of each kind of pesticide.
- ii) Appoint inspectors to see how the pesticide is being used and stored/to warn farmers if misuse is detected.

5. S<sup>1</sup> Let them read the unit silently. Move round and check. Help them with the meanings of new words if necessary.

(i) S<sup>2</sup> Let them work in pairs and fill in the chart by referring to the reading material. Move round and check.

S<sup>3</sup> Students may be asked to write out the points on the blackboard when they finish. Let the others check. Correct where necessary.

**Expected Answers :**

**What he ought to do**

- a) Lead a good life
- b) Behave properly
- c) Support all that is good
- d) Reject all that is bad
- e) Obey authority
- f) Observe and defend the just laws
- g) Fight to remove injustice, unjust laws and customs
- h) Be honest and merciful
- i) Use one's vote properly
- j) Learn to think about the affairs of the state
- k) Help fellow citizens

**What he must not do**

- 1. Must not behave improperly
- 2. Must not break the laws
- 3. Must not disobey authority
- 4. Must not be dishonest
- 5. Must not be selfish
- 6. Must not be influenced by others when voting
- 7. Must not be indifferent about the affairs of the state.
- 8. Must not do harm to others

*Note that students may give other points or they may not come out with so many. It does not matter.*

Items	Steps	
(ii)	S <sup>1</sup>	This should be done individually. Let them write a short paragraph. Move round and check.
	S <sup>2</sup>	Correct their work while moving round. Of course it will not be possible to correct all the exercises—they'll have to be corrected later. Ask them to check their paragraphs with the help of their groups, especially spellings and construction of sentences before they submit them to you.

## LESSON—14

### BAGHA JATIN

Note that with advanced classes this lesson may take three days and with others it may take four or five days. It does not matter. Do not try to hurry.

1. (i)	S <sup>1</sup>	Read the conversation aloud to the class with one of the students.
	S <sup>2</sup>	Now let them read it with their partners.
(ii)	S <sup>3</sup>	Let them tell each other what the conversation is about.
(iii)	S <sup>4</sup>	Check their answers with their co-operation—ask some students to tell the class what the conversation is about. Changes, if appropriate, should be permitted. Help them where necessary.

Expected Answers : (may vary a little)—may be written on the black-board.

Mrs Das told/informed Mrs Dey that her daughter, Srila, had failed again. This news surprised Mrs Dey. (Mrs Dey expressed her surprise at the news) for she *had* always seen her studying whenever she *had come* to their place. Mrs Das admitted that she *had* also *found* her reading something, but now she knew/realized/found out that she *had been reading* comics all the times.

2. (i)	S <sup>1</sup>	Ask them to write out the answer at home. Draw their attention to the changes in the verb forms.
(ii)	S <sup>2</sup>	Tell them to read the conversation with their partners.
(iii)	S <sup>3</sup>	When they finish doing so, ask them to find the answers to (ii) (a), (b), (c), (d) and (e).
		When they are ready, check their answers with their cooperation. Ask some of the students to answer the questions, and let the others compare their own answers against them.

**Items**      **Steps**

**Expected Answers :**

(a) Yes (b) Explosion of a bomb (c) Yes. They both knew Mr Sen and his house. They heard the noise and knew it came from Mr Sen's house.

(d) To frighten the people in the house.

(e) Yes. Two have been arrested.

(iv)

S<sup>1</sup>

Let them report the happenings. Remind them of the changes they would have to make in the pronouns and the verb forms. Move round and attend to the weaker ones.

S<sup>2</sup>

Check their report—ask some of them to report to the class. You may write out the answer on the blackboard while they are reporting. Tell them to write out the report for homework.

(v)

S<sup>3</sup>

Tell them to write out the report for homework.

**Expected Answers :**

Last night at about 10 o'clock both Bablu and I (had) heard a terrible noise coming from Sri Sen's house. Five minutes later Bablu had seen (saw) four persons running towards the market. These men (had) exploded a bomb and forced the Sens to hand them all the money they had (had). Two of the robbers have (had) been arrested.

Note that the last two verbs forms need not be changed.

3.

S<sup>1</sup>

Let them read this unit silently. Move round and check if they are doing so. The very slow readers may take five minutes. Help them with the meanings of new words if necessary.

4. (i) (ii)

S<sup>2</sup>

Ask them to work in pairs and find the answers to (i) and (ii)

(iii)

S<sup>3</sup>

Tell them to check their answers with you when they finish. Ask some students to read out their answers.

**Expected Answers :**

(i) The first sentence is the key sentence (Discuss why it is the key sentence—the three paragraphs develop the idea).

(ii) By examples.

5.

S<sup>1</sup>

Let them continue reading silently the second unit of the story. Pronounce these words with proper stress. We usually stress the wrong syllable. *!patriot, behavour, !incident, a!pology, !dedicated, !injuries, adm!ration, po!lice.* Move round and check.

6 (a)

S<sup>2</sup>

When they finish reading, ask them to find the answers to 6 (a). Move round and check. They may work in pairs. Ask them to write out the answers.

S<sup>3</sup>

Check as many as possible while moving round.

S<sup>4</sup>

Check the rest with the co-operation of the students. Ask them to read out their answers. Write them on the blackboard as they do so.

Ask them to check their work carefully. Variations in constructions should be accepted if the language used is correct.

**Expected Answers :**

- i) The first part of the story tells us why people call him Bagha Jatin.
- ii) The second part of the story also tells us about his boldness and bravery.
- iii) But it tells us about his love for his country, too.
  - a. Jatindranath heard people shouting, 'A runaway horse !' He also saw a horse galloping up wildly and people running for shelter and shouting as they ran.
  - b. Some people (at Siliguri station) saw four men fighting against one. Then they saw the four men lying on their backs with bleeding noses, etc.
  - c. Jatindranath and his cousin saw a tiger coming out of the forest and making for the open country.
  - d. The hunters saw the tiger lying dead on the ground and its killer severely wounded, too.
  - e. Both Dulal and Bablu heard a bomb exploding|the explosion of a bomb|the sound of an explosion.
  - f. Bablu saw four persons running away but Dulal didn't.
  - g. Both Mrs Dey and Srila's mother saw her (Srila) studying|reading.

7.

S<sup>1</sup> Let them work individually and write a short paragraph. They may write less than eight sentences. Move round and check.

S<sup>2</sup> Ask some of the students to read out their paragraphs to the class. Check.

8.

S<sup>3</sup> Check the work of the others. Procedure same as 7, S<sup>1</sup> S<sup>2</sup> and S<sup>3</sup>.

**LESSON—15**

**A LETTER**

1. (i)

S<sup>1</sup> Let them read the instruction, the question and the following paragraph silently. Move round and check.

1. (ii)

S<sup>2</sup> Ask them to work individually and write out the answers to 1 (i) and (ii). Move round and check if they are writing.

1. (iii)

S<sup>3</sup> Let them read out their answers to their partners and check.

Items	Steps	
	S <sup>4</sup>	Let them check their answers with you. Ask a few students (the average or the weaker ones) to read out their answers. After one or two of them have made an effort, write the answers on the blackboard. Ask them to correct their answers themselves.
		Expected Answers :
		i) He gave the dictionary meaning first. Then he tried to explain. ii) He wished/wanted to know how he could find out if a person or a society was barbarous or civilized. He wondered whether the people of Europe regarded themselves very civilized because they put on more clothes than the people of Asia or Africa. Or because a man with a gun was stronger and so was more civilized than the man without one.
(iv)	S <sup>5</sup>	ORAL WORK—Let them make an effort to give their opinion with supporting reasons(s). <i>Example :</i> (i) I don't think/ regard the men in the West (are) more civilized than we are. They appear/seem to be quite/rather selfish. Old people feel very lonely—for they cannot live with their families, etc.
		(ii) The big countries in the West are still spending millions on (nuclear) war materials/preparing for nuclear war/preparing to fight each other and kill millions/of people.
2 (i)	S <sup>1</sup>	Let them read the instructions. Check if they have understood.
(ii)	S <sup>2</sup>	Ask them to read (a), (b), (c), (d), (e) silently. Check if they have understood.
	S <sup>3</sup>	Read out the following paragraphs at normal speed but clearly. Ask them to be attentive.
		You know that only a few years ago there was a great war. Most of the countries of the world were in it, and every one of them was trying to kill as many people on the other side as possible. The Englishman was trying his best to kill Germans and the Germans were killing Englishmen. Millions of people were killed in this war and many thousands were maimed for life, some have no eyes left and are blind, others have no arms or legs. There are many of these war-wounded people in France and elsewhere. In the Paris underground railway, the 'Metro', there are special seats for them. Do you think it was a very civilized or sensible thing for people to kill each other like this? If two men fight in the streets, a policeman separates them and everybody thinks how silly they are. But how much sillier and more foolish it is for great countries to fight each other and kill thousands and millions. It is just like two savages fighting in the jungle. And if the savages are called barbarous, how much more barbarous are the countries that behave in that way?

Items      Steps

So if you look at this question in this way, you will say that the countries that fought and killed men on the other side in the Great War—England, Germany, France, Italy and many others—are not at all civilized, and yet you know that there are many fine people in these countries.

(ii)      S<sup>4</sup>      Let them work in groups and find the answers to (i) (a), (b), (c), (d), (e).

(iii)      S<sup>5</sup>      ORAL WORK—with whole class. Let them give you their answers. Discuss where necessary.

Expected Answers : (Language may differ).

- (a) So if.....
- (b) He was trying to tell his daughter that many countries in the West still behaved in an uncivilized manner/way by killing millions in wars. But these countries also had fine things and good people.
- (c) He developed the paragraphs by giving examples and making comparisons.
- (d) The Great war of 1914—1918.
- (e) He draws the conclusion that though men have advanced much, they are still as uncivilized as the savages in some respects/He concluded that many countries in the West had behaved like barbarians/ savages in the last great war and yet they had many fine things.

S<sup>6</sup>      Tell them to write out the answers. Move round and check. If they cannot finish the work in class, tell them to complete it at home.

3 (i)      S<sup>1</sup>      Let them read the last paragraph silently. Move round and check.

(ii)      S<sup>2</sup>      Ask them to work with their partner and write out the paragraph with the help of the hints given.

S<sup>3</sup>      Check their paragraphs when they finish. Ask some of them to read out their paragraphs.

4.      S<sup>1</sup>      Tell them to read the first section silently. The question is from the story of 'The Happy Prince'. Ask them to note how the speech is reported.

(i)      S<sup>2</sup>      Let them work individually or in pairs and do the exercise with the help of the hints given.

S<sup>3</sup>      Check when they finish. Ask a few students to read out their report to the class. Check.

S<sup>4</sup>      Ask a student to write out the answer on the blackboard. Variations in the answer, if appropriate, should be accepted.

Expected Answers :

Le ter *protested* that he (Vine) didn't need to do that. Dr Vine

**Items**      **Steps**

*insisted* that he did. He *was annoyed* that Lester was trying to teach him his business. He *demanded* that Lester (should) take off his coat at once. Lester *refused* to do so.

(ii)      S<sup>1</sup>      Let them work out the exercise individually. Move round and check if they are working.

            S<sup>2</sup>      When they finish ask a few to read out their report to the class. Let others say if the report is all right and if the verbs have been used appropriately.

            S<sup>3</sup>      Write the report on the blackboard with their co-operation and ask them to check their exercises.

**Expected answers :**

Dr Vine *warned* Lester that if he didn't take off his coat, he (Vine) would, and *declared* that he was a busy man. Then he pulled Lester's coat off and (or then declaring that he was a busy man, he pulled Lester's coat off and) *ordered/commanded* him to sit down. Lester protested and started to say something (or Lester started to protest) but Vine *interrupted* him and *commanded/ordered* Lester to sit down and not talk or move. Then he pulled Lester down on the chair.

**LESSON—16**  
**SPACE PROJECTS**

*Note* that this is also one of the longer lessons and may require three or four periods to complete.

1.      S<sup>1</sup>      Let them work in pairs and complete the chart. Move round and check.

            S<sup>2</sup>      Tell them to read out their answers when they finish. Check if they have used the present perfect continuous forms of verbs.

            S<sup>3</sup>      Ask them to write out the answers in their exercise books. Move round and check.

2 (i)      S<sup>1</sup>      Let them read the paragraph silently. Note the stress on the following words. Point out to them before they start reading : de'scend, dis'cover, 'consequence, ap'parently.  
Move round and check. Help with the meaning of new words if necessary.

            S<sup>2</sup>      Ask some students to tell you what the writer is trying to say in the paragraph. Let them answer in their own way.

Probable answer : (Language may vary).

The writer is telling us about man's success in doing things that were once thought to be impossible. This has been possible because man has learnt more about his own powers and about Nature, too.

S<sup>3</sup> Tell them to write out the answer in their exercise book. Move round and check.

(iii) S<sup>1</sup> Let them work in groups and find answers to (a), (b), (c), (d), (e). Ask group leaders to write out the answers when they have found them.

S<sup>2</sup> Check their answers with their cooperation. Group leaders may be asked to give their answers—read them out to the class. Let the class decide whether they are correct. Discuss if necessary.

Expected answers :

(a) (i) He has climbed to the top of Mount Everest.  
 (ii) He has run a mile in less than four minutes.  
 (iii) He has flown faster than sound.  
 (iv) He has descended to the depths of the ocean.  
 (b) (i) recent (ii) descend (iii) apparently (the mother tongue meaning may be necessary) (iv) discovering (v) as a consequence.  
 (c) He has found out more about his own powers.  
 (d) Because he has found out more about his own powers and also about the world of Nature than before.  
 (c) He has gone to the moon. He has been trying to go to other planets, too. He has been to the Antarctic and has been doing a lot of research work there, etc.

3. S<sup>1</sup> Let them read the introduction and the instruction and work in groups.

S<sup>2</sup> Move round and check. See that every member in the group tells his/her group what we have been trying to do in India by referring to the hints given.

Example :

Our Government has been encouraging the people/farmers to use better seeds and fertilizers/manure. Our Government has been teaching the farmers better methods of cultivation, etc.

S<sup>3</sup> ORAL WORK—with whole class. Now ask students from different groups to answer the same questions before the class. Check where necessary.

Items	Steps	
4 (a)	S <sup>4</sup>	Let them write out the answers in their exercise books.
	S <sup>1</sup>	Let them read the unit silently. Pronounce these words for them : Yuri Gagarin, Neil Armstrong, !hesitant, !satellite. Move round and check. Do not tell them the meaning of the five words in (b). They will have to try to find their meanings in context. You may help them with the others if necessary.
(b)	S <sup>2</sup>	When they finish reading, tell them to find the answers to (b) (i)— matching meanings with the words.
	S <sup>3</sup>	Let them check with you when they finish.
		<b>Expected answers :</b>
		(a) spin (b) satellite (c) exploring (d) launch (e) rocket.
	S <sup>4</sup>	Let them try to find the answers to (ii), (iii), (iv), (v), (vi), (vii).
(c)	S <sup>5</sup>	Ask them to check their answers with you when they finish.
		<b>Expected answers :</b>
		(ii) The U. S. A. and the U. S. S. R.
		(iii) To live and work for long periods of time.
		(iv) Yuri Gagarin of the U. S. S. R.
		(v) Neil Armstrong of the U. S. A. No, he was an American.
		(vi) The U. S. S. R.
(d)	S <sup>1</sup>	Let them continue reading silently. Write the following words on the blackboard and let them read the words with you. tech!nology, !cosmodrome, geo!stationary, meteoro!logical, commun-i-cation.
		Move round and check. Help them with the meanings of new words except those given below in (e) (i). They will have to try to guess their meaning in context.
(e)	S <sup>2</sup>	Let them work in groups and match the words with their meanings.
	S <sup>3</sup>	Let them check with you when they finish.
		<b>Expected answers :</b>
		a) flying ground for spacecraft
		b) a place to leave a car/a spacecraft
		c) special task given
		d) going too slow
		e) energy, heat, etc. coming from outer space
		f) relating to the science of weather
		g) a large number

Items ► steps

- h) remaining immovable above the earth
- i) astronauts (travellers through outer space)
- j) throw violently

(ii) to (vii) S<sup>4</sup> Let them continue working in groups and find answers to (ii), (iii), (iv), (v), (vi), (vii). Move round and check. Tell them to write out their answers.

(f). S<sup>5</sup> When they finish, ask each group to check their answers with you.

*Expected answers :*

Satellites	rockets	Date	Launched from	Launched with the help of
1. Given				
2. Bhaskara—I	1979	U. S. S. R.	a Soviet rocket	
3. Bhaskara—II	1981	U. S. S. R.	„ „ „	
4. Rohini—II	1981	Sriharikota	an Indian rocket, SLV—3	
5. Insat—IA	1982	Cape Canaveral, Florida	an American rocket (not stated but the students may guess)	
6. Apple	not given	Kouru, (French Guinea)	not given	
7. Rohini	not given	given	not given	
8. Insat—IB	not given	the American shuttle, given Challenger	an American rocket (Not stated but the students may guess)	
9. Rohini (RS-D2)	1983	Sriharikota	an Indian rocket	
10. Anuradha (Not a satellite or rocket)	1985	Carried by Challenger	an American rocket	
11. SLV-3 (a rocket)	1981	x	It launched Rohini—II	

Items	Steps	
		<i>Note that SLV-3 is not a satellite. It is a rocket. 'Anuradha' is neither a rocket nor a satellite.</i>
		iii) The U. S. A., the U. S. S. R. and other countries have been sending satellites and rockets into space since Gagarin's first venture round the world in a spaceship.
		iv) Yes. Rohini-II and Rohini (RS-D2) have been successfully launched from India.
		v) According to this report India is the eleventh country to join the space club.
		vi) Because they have been helping us with our space projects.
		vii) May, 1985.
(g)	S <sup>1</sup>	Let them continue reading this last unit. Procedure should be the same as in the other units.
(h) (i)	S <sup>2</sup>	Procedure same as in the other units.
(ii) to (vi)	S <sup>3</sup>	Let them work in groups and find the answers.
	S <sup>4</sup>	Check their answers when they finish. Ask them to read out their answers. Check.

*Expected answers : (Language may differ)*

- (ii) Yes. Because of the information we get through our satellite like Insat-IB.
- (iii) Reason same as (ii).
- (iv) Meteorological, cartographic and geological survey and other information received from our satellites will help us to plan our agriculture and help us to improve health and hygiene through improved means of communication. It will help us in every sphere of life—agriculture, mass communication, telecommunication, meteorological observations, geological surveys, etc.
- (vi) Accept anything that is appropriate.

*Example :*

The money spent on these projects could be spent in improving the condition of our villages in raising the economic condition of the people, etc.

- (i) S<sup>5</sup> Tell everyone to write out the answers in his/her exercise book.
- (j) S<sup>1</sup> Let them work in groups and write out the paragraph.
- S<sup>2</sup> Ask each group to read out the paragraph to the class. Let students check with you.
- S<sup>3</sup> Tell everyone to write out the paragraph in his/her exercise book.

LESSON—17  
THE BLIND HEROINE

*Items*

*Steps*

1. *S<sup>1</sup>* Note that this lesson may also be divided into three or four units.  
**ORAL WORK**—The students will be giving you authentic information from their own experiences and hence answers will differ. Ask as many students as possible on each item. Note that the 'when' clause will have to be used.

*Example* : I was very happy when I got secured the highest marks in English.

2. *S<sup>2</sup>* Ask them to write out their answers at home.  
*S<sup>1</sup>* Procedure same as 1 *S<sup>1</sup>*

3. *S<sup>2</sup>*      "      "      " *S<sup>2</sup>*  
*S<sup>1</sup>* Procedure same as 1 *S<sup>1</sup>* and 1 *S<sup>2</sup>*. The students do not give their own views, but answer the questions with the help of the hints given.

4. (i) *S<sup>1</sup>* Procedure same as 1 *S<sup>2</sup>* and 2 *S<sup>2</sup>*.  
(ii) *S<sup>2</sup>* Let them work in groups and decide on the answer. Move round and check if they are working. Help if necessary.  
*S<sup>3</sup>* Ask one student from each group to read out their paragraph. Check where necessary.

5.(i) *S<sup>1</sup>* Tell the students to write out the paragraph. Move round and check. If they cannot complete their work, tell them to finish it at home and submit it the next day. They should get the paragraph checked with the help of their groups before submitting it to you—especially the spelling of words, constructions, etc. Insist on good handwriting.  
*S<sup>2</sup>* As a change and also to check how the students read ask the students to read aloud a paragraph each. Help with the pronunciation of words where necessary.  
*S<sup>2</sup>* Ask a few general questions on the text read.

*Example* :

(i) What is the whole lesson about ?  
(ii) To what country did Miss Keller belong ?  
(iii) What is important/interesting about her life ?

(ii) *S<sup>3</sup>* Let them work in groups and fill in the chart. Note that they will have to go back to the extract again and again to do the work. It will take time. Move round and check.  
*S<sup>4</sup>* Ask groups to read out their answers. Check. Answers may be written up on the blackboard and groups may be asked to check. The language used by different groups may vary. Check them.

*Example* : (only columns 2 and 3 may be written on blackboard).

Period of life	Her problems	Attempts to overcome them
1. Before the age of seven	She was deaf and blind. She could not speak. She could only learn by feel and touch but there was none to help her. So she often cried in despair and shouted in anger.	But she also tried to help herself. She learned to dress and undress herself, to comb her hair and to tie a ribbon.

*Items*

*Steps*

*Note that the language may vary.*

This is a writing unit based on the facts incorporated in the chart in (iii). It may take a whole period.

(iii)

S<sup>1</sup> Ask students to retell the class part of the biography with the help of the chart.

S<sup>2</sup> Let them work in groups when they have got an idea and write out the story. Move round and check. Ask them to be brief. The first v be something like this .

I decided to help little Helen and so I went to live with the Kellers. Helen was only seven then. Her parents told me about her problems. She was not only blind, but she was also deaf and so could not speak. She often got angry and shouted in anger when she could not make people understand her. This was natural. But she also tried to help herself. She learned to dress and undress herself, to comb her hair and to tie a ribbon. At the age of seven when I became her teacher and guide she changed a lot.....

(iv)

S<sup>3</sup> Ask groups to read out their story when they finish. Check.

S<sup>4</sup> Tell every student to write out the story at home and submit it to you.

S<sup>5</sup> Display some of their exercise books in the classroom when you have corrected them. Check if they have copied out from bazaar notes. Do not encourage such students by displaying their work.

S<sup>1</sup> Let them discuss the questions with their groups and write out the answers.

S<sup>2</sup> When they finish writing tell one member of each group to read out their answers. Check.

S<sup>3</sup> Now tell everyone to write out the answers in their exercise books. Move round and check.

*Expected answers : (Language may differ)*

(iv)

I think that Helen found it most difficult to speak. Learning to speak was the most difficult skill to acquire. It was the most difficult because she could not hear. She had to learn to make the sounds by feeling the movements of the tongue, teeth, lips and also the vibrations of the windpipe in the throat.

(v),

She was so overjoyed/happy (at Helen's progress) that she was in tears. They were tears of joy.

### WORD STUDY AND USE

S<sup>1</sup> Let them work individually and fill in the blanks.

S<sup>2</sup> Check with their co-operation.

*Expected answers :—the words to be inserted in the following order.*

i) deaf, despair, overcome, determination, dedicated, companions,

ii) disabled, misfortune.

iii) Braille, abstract, sight, surprises, blind, speech.

### LESSON—18

### POLLUTION

1 (i)

S<sup>1</sup> Read the following aloud to the class. Tell them to listen attentively.

S<sup>2</sup> Ask them what the passage is about when you finish.

(ii)

S<sup>3</sup> Tell them to read the passage silently. Move round and check. Do not tell them the meanings of the words included in 2. They must make an effort to guess the meanings of the words by referring to the passage.

S<sup>4</sup> When they finish reading, tell them to fill in the diagram. Let them work individually. Move round and check if they are working.

S<sup>5</sup> Check their work with their co-operation. Let them correct their own work.

Expected answer is, of course, the transfer of information on the given chart.

What is Polluted ?	Air	Land	Water
Sources of Pollution	i) factory smoke ii) gases emitted by motor vehicles iii) noise from vehicle horns, microphones, speakers, loud ones, etc.	uncollected garbage i) untreated sewage ii) chemicals and other wastes from factories iii) cleaning out of oil tankers at sea	iv) power station releasing hot water into rivers.

*Items*

*Steps*

2. S<sup>1</sup> Let them work individually or in pairs and match the words with their meanings. Move round and check.  
 S<sup>2</sup> Check their work with their co-operation.

**Expected Answers :**

(i) with c; (ii) with f; (iii) with d; iv) with g;  
 (v) with h; (vi) with b; (vii) with a; (viii) with e.

3 (i) S<sup>1</sup> Let them read the question. Check if they have understood.  
 S<sup>2</sup> Ask them to read the court order silently. Move round and check. Do not give them the meanings of the words listed under 'Word Study and Use' for they must try to guess their meanings in context.  
 (ii) S<sup>3</sup> Let them read the instruction in 3 (ii) and work accordingly.  
 S<sup>4</sup> Ask them the question in 3 (i). Let them answer before the class. Accept any appropriate answer.

**Probable Answers :**

No, it will not. There are so many other sources of noise pollution. But it will be a beginning, etc.  
 (iii) S<sup>5</sup> Ask them to write out their answers in their exercise books.  
 (iv) S<sup>6</sup> Let them match the headings with the paragraphs. Move round and check if they are working.  
 S<sup>7</sup> Check their answers with their co-operation. Let the students give their answers. Check and tell the others to check their own work.

Expected Answers :

- (a) Paragraph—4
- (b) , —2
- (c) , —1
- (d) , —3

(v) Word Study Exercise

S<sup>1</sup> Let them do the two exercises individually in their exercise books. Move round and check.

S<sup>2</sup> When they have finished, check their work. Check as many as possible when you are moving round.

*Expected answer (v) (Language may vary a little)*

*A Judge of the Calcutta High Court had directed the appropriate authorities to issue notice (immediately) to forbid the use of loud and shrill horns (immediately) (and to use only bulb horns in West Bengal). The electric and air horns must be replaced by bulb horns within fifteen days. If the vehicle operators disobeyed the order, they should be punished. No certificate of fitness should be issued to transport vehicles fitted with prohibited horns.*

WORD STUDY AND USE

- i) with g; ii) with e; iii) with f; iv) with h;
- v) with a; vi) with d; vii) with c; viii) with b.

LESSON—19

ANSWERING AN ADVERTISEMENT

1 (i)

S<sup>1</sup> Let them read the advertisement carefully. Move round and check if they are reading. Help if necessary.

S<sup>2</sup> Check if they have understood what the advertisement is about.

S<sup>3</sup> Let them read the two applications. Move round and help if necessary. Draw their attention to the two forms of the letters. *Attached, support, candidature, testify, participate, response and advertisement* are new words.

2.

S<sup>4</sup> Now let them work in pairs or individually and write an application. Insist on good handwriting, proper format and neat work. Move round and check. Help where necessary. Check as many exercises as possible when moving round.

S<sup>5</sup> Collect their exercise books and check. This should be enough work for a period.

Items	Steps
3 (i)	S <sup>1</sup> Let them read the advertisement. S <sup>2</sup> Check if they have comprehended it.
(ii)	S <sup>3</sup> Let them read the application carefully. Move round and check.
(iii)	S <sup>4</sup> When they have read it, ask them the questions—(a), (b), (c), (d) and (e). Check.
	<b>Expected Answers :</b>
	(a) The time hours of coaching haven't been mentioned. No. (b) She hasn't given her age She hasn't mentioned the time that will suit her. (c) Accept any appropriate answer. (d) She is not likely to. Normally students of class X are of the age group 15+(or any other appropriate reason). (e) No. The advertisement mentions the fact that it is 'free coaching'.
4.	S <sup>1</sup> Let them work individually and write the letter. Move round and check. Insist on good handwriting and neat work. S <sup>2</sup> Check as many as you can while moving round. Collect the rest of the exercise books when they finish.

## LESSON—20

### FIGHT AGAINST MICROBES

1.	S <sup>1</sup>	Tell the students to read the questions in 1. Check if they have understood.
2.	S <sup>2</sup>	Let them read the first three paragraphs silently. Move round and check. Help with the pronunciation of new words and meanings, if necessary. Tell them to find the answers to 1(i) and (ii). They do not have to know the meaning of every word to get the answers.
3 (i)	S <sup>3</sup>	Ask some students to answer the above questions briefly.
		<b>Expected Answers :</b>
	(i)	Pasteur thought that the existence of microbes was a serious problem for human beings because they were the cause of more death and suffering than all the wars in history because they killed more people (caused more death) and caused more suffering than all the wars in history.
	(ii)	He tried to prove that it was the 'dust' in the air that carried germs and that it was possible to get rid of these germs.
3 (i)	S <sup>4</sup>	Let them work individually or in pairs and fill in the chart. Move round and check. Note that they will have to reread the paragraphs to get the details.

Check answers with the whole class. Tell some students to read out their answers to the whole class. Check. Answers may also be written on the blackboard and the students asked to check their work carefully.

*Example :*

*Pasteur*

a) Given

*Professors*

a) They argued that microbes were born spontaneously (naturally and not caused by something)

4. S<sup>1</sup> Let them continue reading the rest of the text. Move round and check. Help if necessary. Note that they should be reading faster now than they did before.

5. S<sup>2</sup> Ask them to do (a) and (b). They should gradually get used to working individually. So let them work individually. Move round and check. See that the weaker ones are making an effort.

(c) S<sup>3</sup> Let them check their answers with you as they complete each unit.

*Expected Answers :*

(a) The illustrations should have the following labels : pouring the broth into sterilised bottles; heating the necks of the bottles; pulling the necks of the bottles; bending the necks like the letter S.

(b) (i) He believed that he was the man to do it.

(ii) We owe a great deal to him because his hard research work showed us the way to conquer microbes.

(iii) Pasteurisation is the way in which liquids like milk and wine are sterilised/are made free from living germs. It is so called after Louis Pasteur.

6 (a) S<sup>1</sup> This section should form another unit of the lesson. It involves both oral and written work.

Let the students read the instructions and the questions. Check if they have understood.

**ORAL WORK :** Discuss questions (i), (ii) and (iii) with the class. Let them give the answers. They ought to be able to do so since they hear about pollution so much nowadays. Besides they have read about it in Lesson 18. This will be a recapitulation of facts they know. Involve as many students as possible in the discussion, especially the weaker ones.

(iv) S<sup>2</sup> The students may not have much information. Accept whatever they know. Tell them whatever you know. They may also be asked to find out some information.

Items	Steps	
(b)	S <sup>3</sup>	Let them write out the answers discussed. Move round and check. They may complete the work at home if they cannot finish it in class.

### WORD STUDY AND USE.

1.	S <sup>1</sup>	Let them match the words with their meanings.
	S <sup>2</sup>	When they finish, let them check with you.
<b>Probable Answers :</b>		
		<i>Suspected</i> —thought of the possibility; <i>microbes</i> -tiny creatures that can be seen only with a microscope; <i>broth</i> -thin soup; <i>generated</i> -produced, created; <i>sterilised</i> -make free from living germs; <i>span</i> -length in time; <i>stayed</i> -remained.
2.	S <sup>1</sup>	Let them fill in the gaps. Move round and check.
	S <sup>2</sup>	Check with their cooperation when they finish.

#### *Expected answers :*

- (i) spontaneous, inspiration
- (ii) In spite of, existence, conquer
- (iii) In order to, insists

3.	S <sup>1</sup>	Let them read the instruction and do the work. Move round and check.
	S <sup>2</sup>	Procedure same as 2 S <sup>2</sup> . They may write the words only.

#### *Expected answers :*

protect, invisible, prevent, liquid, convince (the people) of.

#### *Language Study and use*

1.	S <sup>1</sup>	Let them read the whole unit silently. Check if they have understood.
	S <sup>2</sup>	Let them do the following exercise. Move round and check if they are working.
	S <sup>3</sup>	Check their answers with their cooperation when they finish.

#### *Expected answers : (in order of occurrence)*

catch, are made, are carried, are taken, drop, do (not) sink, are held, have, hang, have been used, will (probably) be used

## LESSON—21

### REVISION LESSON

### UNIT ONE

1.	S <sup>1</sup>	Let the students read the instruction and the two questions that follow. Check if they have understood.
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**Items**      **Steps**

S<sup>2</sup> Tell them to read the extract silently. Pronounce these words for them before they begin : discipli' narian, gym' nastics, cur' riculum, ab' staining, consti' tution, neg' lected. Check if they know the meanings.

2. S<sup>3</sup> When they finish reading, let them answer the questions in 1.

S<sup>4</sup> Tell them to check their answers with you when they finish.

*Expected answers : (Language may vary)*

(i) Yes, Yes.

(ii) a) Gandhiji was not interested in gymnastics and cricket at the High school.

b) He regretted neglecting handwriting at school.

3. S<sup>1</sup> Let them work individually and complete the sentences in their own way. Move round and see if they are working. Help if necessary.

S<sup>2</sup> Check completed sentences while moving round.

S<sup>3</sup> Let them check their answers with their partners when they finish and then check with you.

**Probable Answers :**

i) ..... because he had the false notion (had the wrong idea) that gymnastics and cricket (physical education) had nothing to do with education|because he was shy.

ii) ..... so he had a fairly hardy constitution|a good physical structure, and the condition of his body was good.

iii) ..... because he was methodical, a good teacher and a discipli' narian.

iv) ..... to begin when we are young|in our childhood|when we start learning to write, etc.

v) ..... when he saw the beautiful hand-writing of the young men in Africa.

4 (i) S<sup>1</sup> Now let them relate briefly to their partner Gandhiji's two experiences. Encourage them to use simple sentences and to be brief. Do not allow them to look at the textbook. Move round and check. Help if necessary.

S<sup>2</sup> When they have related the experiences, tell them to write out what they have told their partners. Move round and ch.

(ii) S<sup>3</sup> Check their answer with their cooperation. A specimen of an answer may be written on the blackboard.

*Probable answer : (Language will vary)*

Gandhiji writes of his two experiences at the High school. He neglected physical education|He was never interested in physical education|He never liked gymnastics and cricket, etc. Later in life he realized the importance of physical education. He did not lose much by neglecting this because he learned to take long walks every day. But he was sorry for not paying attention to his hand-writing. He realized that it was important to have a good writing when he saw the good hand-writing of the young men in Africa.

*Note that it is important to encourage the students to write in their own way and not just copy from the blackboard.*

#### WORD STUDY AND USE

S<sup>1</sup> Let them do the exercise individually. Move round and check.

S<sup>2</sup> Check their answers with their cooperation.

*Expected answers :*

- (a) course of study in school
- (b) continued
- (c) watching carefully
- (d) idea
- (e) physique
- (f) methodical
- (g) retained
- (h) regretted very much
- (i) away from

#### UNIT TWO

1. (i)

S<sup>1</sup> Note that this is a writing unit and it will take a period. Let the students read the introduction and the points given.

(ii)      S<sup>2</sup> When they have done so, let them work individually (they ought to be able to work individually for all these revision exercises); check with their partners and write out the report. Move round and check while they are writing.

S<sup>3</sup> Ask some students to read out their report to the class. Check if necessary. Collect their exercise books.

*Probable answers : (Language will vary)*

The Pidgeon Monastery in the Dakshina showed the skill of the builders. I was there for three years. I would like to tell you about (the construction of) this big and interesting monastery. It was built out of a large hill rock and there were five storeys. Each storey had the shape (was built) was designed in the shape of an animal like an

animal. The lowest storey had the form|shape of an elephant and it contained 500 apartments. The second story was designed like a lion and it contained 400 apartments. The third storey was built in the shape of a horse and it had 300 apartments. The fourth storey, which looked like an ox, had 200 apartments. The fifth storey, which looked like a pigeon, had 100 apartments. There were 15,000 apartments in that monastery. We did not have to worry about water supply and ventilation. There were windows all over the apartments and there was a spring at the top which supplied us with water that we needed. I lived there happily for three years. I learnt Sanskrit and also managed to collect important works which helped me in my studies later.

2 (i) S<sup>4</sup> Display their exercise books (the good ones with little or no mistakes) in the classroom when you have corrected them.

S<sup>1</sup> Let the students read the question silently. Move round and check if they have understood.

S<sup>2</sup> Let them work independently and write the letter. Remind them of the form of the letter and tell them to be neat. Move round and check while they are writing.

(ii) S<sup>3</sup> Ask them to check their work with you when they have checked with their partner.

*Expected answer : (Addresses and method of collection will differ of course)*

Ramen Chatterjee High School  
P. O. Basudevpore  
Dist. 24-Parganas.  
November 18, 1986

To  
The District Magistrate

Through  
The Headmaster,  
Ramen Chatterjee High School,  
Basudevpore, 24-Parganas

Dear Sir,

We, the students of this school want to send our contribution of Rs. 1000/- (One thousand only) to the Chief Minister's Fund for the Disabled Children. We are glad to tell you that we have been able to collect this money by forgoing|giving up a day's tiffin. Please accept the money.

S. Roy  
Headmaster.  
18. 11. 86.

Yours faithfully,  
The students of Ramen  
Chatterjee H. S.

Items	Steps	
3 (a)	S <sup>1</sup>	This unit is also a writing unit and the students will need a period for it. Tell them to read the question and the hints given. Check if they have understood.
(b)	S <sup>2</sup>	Now let them write out the letter. Note that they may give some instructions in the order given (use imperative sentences and use proper connectives), or they may write a process description (using the passive forms of verbs). Accept anything, but ask them to use one form throughout. Move round and check.
	S <sup>3</sup>	Ask them to check with their partner before they check with you.
	S <sup>4</sup>	Tell some students to read out their letters. Check. Collect the work of the others.

*Expected answers : (Language will differ)*

Address

Date

Dear Aruna,

I've been doing batik work for some time. It's really very interesting. Since you are interested, I am giving you below instructions for batik work in yellow and green. Those are your favourite colours, aren't they ?

Try making a table-cloth. Cut a piece of white cloth to the required size first. Now draw designs on this cloth in pencil. Dip the designed cloth in yellow and allow it to dry. Melt some wax. Now with a paintbrush apply the melted wax to the lines of the design (as if you are painting the design in wax). Then dip the cloth in blue. The cloth will turn green. Dry it. Remove the wax by bending the cloth or by ironing it with a hot iron (or by boiling the cloth in hot soap water). When the wax is removed you will have a beautiful design in yellow on green.

Please let me know how you liked doing the work.

With love,

Yours ever,

Dipali

Dipali's Address

*Note that this may be written as a process description, too. Such a description is a more formal one. Then the description will be given in this way.*

(Introduction may be similar)

First a piece of white cloth is cut to the required size and designs are drawn in pencil on it. Then some wax is melted and kept ready for use. After this the piece of cloth is dipped in yellow and allowed to dry.....

Items	Steps	
4 (a)	S <sup>1</sup>	Let them read the questions carefully. Check if they have understood.
(b)	S <sup>2</sup>	Read out the following passage to the class at normal speed. Ask them to be attentive. Read it out twice.
	S <sup>3</sup>	If the population of the earth goes on increasing at this present rate, there will eventually not be enough resources left to sustain life in the planet. For example, if present trends continue, we will have used up all the oil that drives our cars. Even if the scientists develop new ways of feeding the human race, the crowded conditions on earth will make it necessary for us to look for open space somewhere else. But none of the other planets in our solar system are capable of supporting life at present.
	S <sup>4</sup>	Tell them to answer the questions in (a) to their partners.
		Let them check their answers with you.
5 (a)	S <sup>5</sup>	Expected answer :— (a) (iii)
	S <sup>6</sup>	Let them work individually and complete the sentences. Move round and check.
	S <sup>7</sup>	Ask some students to read out their sentences to the class. Check.
		Probable answers :
	i)	..... if the population of the earth goes on increasing at the present rate.
	ii)	..... will be used up.
	iii)	..... because the earth will be very crowded.
	iv)	..... because none of the other planets in our solar system are capable of supporting life at present.

### UNIT THREE

This unit consists of grammar exercises in meaningful context.

Let them read the conversation with their partners.

Ask them to report the conversation to each other. Move round and check.

Ask some students to report the conversation to the class. Check where necessary.

Tell them to write out the report. Check them.

Expected answer :

Mrs Nag learnt from Mrs Paul that about Chinese medical scientists claimed claiming to have cured more than 61 per cent cases of meningitis. She was also told that it was garlic that cured the patients. Mrs. Nag regarded thought it to be good news.

(It may be reported the usual way, i. e. Mrs. Paul informed Mrs. Nag...., etc. and it is acceptable. But the teachers should see to it that the report is closer to real life reporting.)

Items	Steps	
2.	S <sup>1</sup>	Let the students work individually and fill in the missing words. Ask them to read the passage through once and then decide on the words to be used. Move round and check.
	S <sup>2</sup>	When they finish, check with the cooperation of the class. <i>Expected answers :</i> (in order of occurrence) Carbon, oxygen, need (use), take, quite, the, in, swims (lives), which, its,
3.	S <sup>1</sup>	Procedure same as above. Note that there are no blanks. The students will have to locate where the prepositions are missing first and then insert them.
	S <sup>2</sup>	When they finish, check with the cooperation of the class. <i>Expected answers :</i> from to Air will flow a place where the pressure is high one where it out from is lower, just as it flows ( of ) the bicycle tyre or balloon. on between Wind is air the move and the greater the differences the high pressure and the low, ....
4.	S <sup>1</sup>	Procedure same as 3 S <sup>1</sup>
	S <sup>2</sup>	" " " 3 S <sup>2</sup>
		<i>Expected answers :</i> the a ..... direction   wind   weather vane. Close one end a a an of   short..... with   small quantity ..... with   arrow a the a .....   'tail' on   other. This is   weather vane.
5.	S <sup>1</sup>	Procedure the same as 2 S <sup>1</sup>
	S <sup>2</sup>	" " " " 2 S <sup>2</sup>
		<i>Expected answers :</i> were lost, happened, received, was crossing, was taken, died, was knocked down, worked (was working), died, was arrested.
6 (a)	S <sup>1</sup>	Let them work individually and complete the sentences. Move round and check.
	S <sup>2</sup>	Correct. Accept anything that is meaningful.
(b)	S <sup>1</sup>	Let them continue working individually.
	S <sup>2</sup>	Check with their cooperation. Tell some students to read out their sentences. Check. Let the students correct their own work.
		<i>Expected answers :</i> All the carbon dioxide which .... comes .... although .... only about .... in ten thousand. The gas .... leaves through ....

Items      Steps

(ii) the leaf which . . . . . skin. These . . . . . leaves, but . . . . . usually more . . . . . side.

Like human beings plants . . . . . night and wake . . . . . morning. Thus . . . . . showed the unity . . . . . theories, which he . . . . . instruments, have added . . . . . science.

(c) S<sup>1</sup> Procedure same as b) S<sup>1</sup>

S<sup>2</sup> Check with the cooperation of the students.

*Expected answer :*

One day an Englishman named Rowland Hill saw a postman take a letter up to a house. A young girl came out to receive it. But she had no money to pay for it. The postman put it in his bag and turned away. Mr. Hill paid the money and the letter was handed to the girl. It was her dear brother's letter. This made Hill think how letters could be sent at less cost so that the poor and rich alike might hear more often from their friends and relatives. He made a plan, and with the help of Government, soon started cheap postage. We should thank him for doing us a great service.

### POEMS

The basic *aim* of poetry reading in Class-VIII remains the same as referred to in the manual for Class VII. So does the *method* of teaching poetry, i.e., explanations and paraphrasing should be avoided. But being a year older and more familiar with the language, the learners are expected to be able to appreciate and enjoy poetry not just for the sound and rhythm but also for the meaning—overtly expressed or covertly stated, the humour, or the beauty of particular words and phrases and their clever uses. They may go a little deeper to appreciation at an elementary level and there are 'appreciation questions/exercises' to guide their thoughts and ideas. The teachers are expected to think, discuss and answer these questions for their fuller and better utilisation.

All the poems should not be taught together. They should be taught at intervals—a poem after a group of three or four prose units.

### A NIGHT IN JUNE

S<sup>1</sup> Read the poem aloud to class clearly with proper pauses. Tell them to listen attentively.

S<sup>2</sup> Let them study the meanings of the words. Guide them if necessary.

S<sup>3</sup> Divide the class (according to rows) into four groups and let them read in chorus in this way :

Group A	Stanza	I	Lines	1 and 2
Group B	"	I	"	3 and 4
Group C	"	2	"	1, 2 and 3
Group D	"	2	"	4 and 5

## Steps

Ask them to read the lines softly and with proper pauses but to maintain the flow.

S<sup>4</sup> Let them work in pairs and find the answers to the questions.

S<sup>5</sup> When they are ready, ask them the questions. Ask as many students as possible.

*Expected answers : (Language may vary)*

1. The little birds are singing in a thin high voice among the bushes and the tress.
2. The poet also hears the rushing sounds of the far-off wind, the gushing sound of water and the cuckoo's powerful cry that fills the empty space of the sky.
3. Yes. The Bengali names are *Shama* and *Kokil*.
4. The common birds in Bengal are : crows, sparrows, shamas, kokils, drongos (finge), parrots, cranes, pankouti, doels, kites, bulbuls, tailor birds (tuntuni), weavers (babui), bushchats, mynahs (shaliks), babblers (chhatare), kingfishers, woodpeckers, etc.
5. The description will vary for different villages|cities.

## RATS

S<sup>1</sup> Read the poem aloud to class with proper pauses.

S<sup>2</sup> Let them study the meanings of the words. Help them if necessary.

S<sup>3</sup> Divide the class into groups as indicated for the first poem and let each group read the following lines in chorus. They must read fast. *Note* that some students may have difficulty in pronouncing the following sounds : z, s, sh, sp, spr, etc.

Group A Lines 1, 2, and 3 (beginning with 'Rats')

Group B " 4 and 5

Group C " 6, 7 and 8

Group D " 9, 10 and 11

S<sup>4</sup> Let them work in pairs and find the answers to the questions.

S<sup>5</sup> Ask them the questions when they finish. Check.

*Expected answers :*

1. Sounds repeated are : z, s, sh, sp, ae, etc.
2. Let them describe what they have seen or heard the rats doing in their houses. Some may not have any experience at all. Let them say so and listen to what the others say.
3. Tell them this story. Tell them to be attentive.

Many years ago the people of Hamelin were all upset. There were rats everywhere. There were big rats, small rats, fat rats, thin rats, black rats, brown rats, and grey old rats.

They fought the dogs and killed the cats. They made such a noise that the folks could not hear the band in the park. When the babies were asleep in their cradles, they came and bit them. The poem you have just read tells you what else they did. They even went so far as to nibble the toes of the mayor as he lay in bed. He was very angry when he could not put on his boots. He had to go to the council meeting in his slippers.

No one was sorry for the fat mayor. They said that he should have got rid of the rats long ago. They told him that if he could do nothing, they would have to get another mayor.

Then a strange-looking man came to the mayor. He was tall and thin and his eyes were blue. He smiled sweetly and said, "I am called the Pied Piper. I have cleared bats away from one city and flies from another. If you will give me a bag of gold, I will get rid of your rats."

The mayor was very happy and said, "We will give you two bags of gold if you can get rid of these pests."

The Piper smiled and began to play on his pipe. Soon the rats began to come out of their holes and follow him. On and on they went, until they came to the river. When they came to the bank, they did not stop, but ran into the water and were killed. Only one big rat got away and ran off to Ratland.

4. Let every student give you a sentence :

*Example* : They fought the dogs

They killed the cats

They bit the babies sleeping in the cradles, etc.

#### FROM A RAILWAY CARRIAGE

S<sup>1</sup> Procedure same as in the previous poems.

S<sup>2</sup> " " " " " " " "

S<sup>3</sup> " " " " " " " "

In this case each group may read a stanza each. Note that the poem must be read fast. Some students will have difficulty with the following sounds :

S<sup>4</sup> f (a labio-dental sound), ch, dg (like j in jug), z s, str, etc.  
Procedure same as the previous poems.

S<sup>5</sup> " " " " " " "

*Expected answers* :

1, Yes. Very fast. We know from experience! The phrases and similes give us the hint.

faster than fairies/faster than witches/charging along like troops in a battle, etc.

### Steps

2. Let them pick out phrases like the ones given in 1.
3. Let those students who have had the experience answer the question. Ask the others to listen.
4. The hills and the plains. No, they only seem|appear to. For the last part of the question ask them to think in terms of sound and speed of the train and rain.
5. A field full of wild daisies-like a white sea, etc.
6. Let them pick out from the poem.

Example : witches—ditches  
battle—cattle

7. Let them think and answer :

Example : plain—lane—blame, etc.

### THE PROFESSIONAL

S<sup>1</sup> Procedure same as in the previous poems.

S<sup>2</sup> " " " " " "

S<sup>3</sup> " " " " " "

(Read the poem at normal speed)

S<sup>4</sup> Procedure same as in the previous poems.

### Expected answers :

I.	1. True	4. False
	2. False	5. True
	3. False	6. True
II.	1. (ii)	3. (iii)
	2. (i)	4. (iii)

### Appreciation

Accept any answer that is logical and meaningful.

1. He didn't have the talent required in the professions and neither was it possible for him to acquire them easily. He should have tried to find out the talent|abilités required for the professions and also whether it was possible for him to acquire those.
2. He wanted to close the scene because there was nothing else to say.

3. (i) Example : weasel—easel  
vision—musician

(ii) He lacked the talent and the imagination.

4. Yes. He was certain that he (the weasel) could not recite for he had neither the imagination nor a good voice.

5. Let the students give their opinions.

### A FABLE

S<sup>1</sup> Same as in the other poems. Note that Bun is speaking to the mountain—from line 4 onwards. The first three lines introduce us to the cause of the quarrel.

S<sup>2</sup> Let the students study the meanings of the words. Guidance may be given if asked for.

S<sup>3</sup> Let them read the poem with proper pauses and intonation. Four groups may be asked to read it.

Group A	—	lines 1 to 4
Group B	—	lines 5 to 9
Group C	—	lines 10 to 15
Group D	—	lines 16 to 20

S<sup>4</sup> Let them read the questions silently and find the answers.

S<sup>5</sup> Tell them to answer the questions. Ask as many students as possible to do so. Get the answers repeated by other students. Check.

*Expected answers :*

(i) False (iv) False  
(ii) True (v) True

(of his size—refer to lines 5, 12,  
18)

(iii) False (vi) True

(i) The poet says that the mountain and the squirrel quarrelled because the mountain said that the squirrel was conceited and was full of personal vanity and pride. But it appears that the mountain was also proud of his size. Lines 5, 12, and 18 suggest so.

(ii) The squirrel.

(iii) Lines 6 to 9

(iv) Lines 10 to 14

(v) Talents differ; all is well and wisely put;

(vi) Yes. The squirrel admits it (the mountain) has talents/abilities, can carry forests on his back and can provide very pretty tracks for the squirrels.

*Steps*

(vii) (i)

(viii) The mountain cannot crack a nut.

III. (i) Yes. Because it is a short tale with animals in it, is not based on fact, and it is intended to give a moral lesson.

(ii) The basic truth revealed by the poet through this poem is that all things, whether big or small, have been placed in the world to fulfil a definite purpose.

(iii) (a) The mountain can carry forests on its back but the squirrel cannot.

(b) The mountain can provide space for the squirrel to make a very pretty squirrel track.

(c) The squirrel can move very fast, the mountain cannot move at all.

(d) Any other examples not stated in the poem may be accepted.

(i) squirrel-quarrel; year-sphere; track-back; Prig—big; disgrace—place; weather-together; I-spy;

(ii) Lines 1, 6, 7, 8, 10, 11, 15.

5. Yes. Our talents|abilities differ but we are all here to fulfil a definite purpose.

SAMPLE QUESTION PAPER  
ANNUAL EXAMINATION (WRITTEN)

Time : 2½ hours

Oral	:	30
Written	:	70
Full Marks	:	100

*Answer all the questions on this paper.*

Read the following passage carefully and answer the questions that follow :  $1 \times 15 = 15$

You know that air is a mixture of two gases oxygen and nitrogen. This *discovery* was made by a French scientist, LAVOISIER, between 1772 and 1777, when he was about 30. During this period he also *discovered* that oxygen in the air *combined* with metals to form oxides. In 1783, Lavoisier *repeated* an *experiment* previously *performed* by Cavendish and *announced* that water was a compound of oxygen and hydrogen.

This great scientist, who is *considered* the *founder* of modern pure Chemistry, was born in Paris. The *influence* on Lavoisier of *excellent* teachers at the Mazarin College in Paris was *immense* (great). He also gained the *friendship* of many of the leading scientists of France. Following the family tradition, Lavoisier took a degree in Law and 1768 became an assistant collector of taxes in order to earn enough money for his experiments and scientific *investigations*. In the same year, he was elected to the Paris Academy of Sciences. The King of France had already *awarded* him a special gold medal for an essay on the methods of lighting a large town.

Fill in the information required :

- i) The name of the person the above paragraphs are about.....
- ii) The place he was born in (a) Town or City.....  
(b) Country.....
- iii) Near about which year was he born ?.....

iv) The profession of his family.....

v) His early education : (a) Name of the school/college.....  
..... (a) Degree taken.....

vi) Particulars of service : (a) Name of the post held-year.....  
..... (b) Reasons for accepting the post.....

vii) (a) His chief interest.....  
..... (b) Factors responsible for it.....

viii) (a) Prize won.....  
..... (b) Awarding authority.....

ix) (a) Distinction awarded to him.....  
..... (b) The year in which it was given.....

2. Read the above paragraphs again and answer the following questions :  $2 \times 5 = 10$

i) Give the main idea developed in the first paragraph in a sentence :  
.....

ii) Give the main idea developed in the second paragraph in a sentence :  
.....

iii) What discoveries did he make ?.....

iv) Did he discover that water was a compound of oxygen and hydrogen ?.....

v) How has the writer developed the second paragraph ?.....

.....

3. Look at each of the words in italics in the two paragraphs in 1 and then fill in the blanks below with the suitable ones among them : 1x8=8

i) Jagadish Chandra Bose, who is \_\_\_\_\_ as one of the great scientists of India, also won fame in Europe and America. His rich parents sent him to village *Pathshalas*. Later he was sent to St. Xavier's College, Calcutta, and then to London University and Cambridge. Both his early and later education had a(n) \_\_\_\_\_ on him. Jagadish Chandra not only carried out careful and patient \_\_\_\_\_ into plant life, but he was also interested in his own literature and civilization. He \_\_\_\_\_ many experiments to show the unity of all life. He was the \_\_\_\_\_ of the Bose Research Institute in Calcutta. He always thought that different nations should think of themselves as members of the same family. Their \_\_\_\_\_ efforts would help in the \_\_\_\_\_ of the secrets of nature.

4. a) Here is one side of a telephone conversation. Read it carefully.

—Hallo ? Is that Rima ?

.....

—It's Aunty Renu. Is your mother home. ?

.....

—All right. When she comes back, tell her I'm going to see Sabita in the hospital this evening. If your mother wants to come along, ask her to be ready by 5.30.

.....

—Oh. Don't worry. I'll also have to be back home by 7.00. So I'll drop her home by 6-30. Is it all right then ? Will you be able to remember all that ?

.....

—Bye.

i) Answer the following questions first.

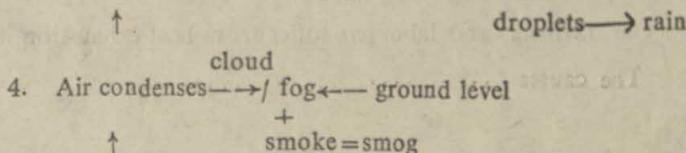
- Who is talking ? To whom ? .....
- For whom is the phone call ? .....

ii) Now write out the message of the phone call as it will be actually reported by the person with all its essential information. Make all the necessary changes in the pronouns and tenses, if any.

OR

b) Study the following chart carefully to see how cloud is formed and why rain falls.

5. Air cools further → tiny droplets fuse → larger and larger



1. Warm, moist air rises ← Earth's surface heated

2. Air pressure decreases, air expands, cools

3. Air continues to cool

4. Air condenses → fog ← ground level

5. Air cools further → tiny droplets fuse → larger and larger

Now answer the following questions using *when*, *because* and *if* clauses in your answers. Use each clause at least once.

i) Why does the moist air rise ?

ii) How does fog differ from cloud ?

iii) What is smog ?

iv) Why does cloud form into "rain" ?

c) In the following text every sixth word is missing. Fill in the missing words.

A fox one day asked stork to dine with him, said that he would have very fine stew cooked for.

5. Look at the chart in 4 (b) again and write a paragraph on how rainfall occurs. 10

6. Look at the chart below and write a paragraph on the problem of heat exhaustion (total loss of strength) and the way to solve the problem. Begin like this : 15

Our farmers and labourers suffer from heat exhaustion in summer.

The causes .....

### Heat exhaustion (in tropical countries like India)

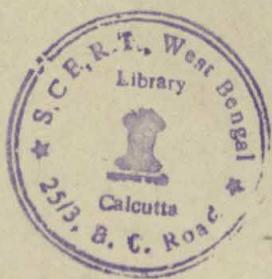
Causes	Sufferers	Solutions/preventions
i) profuse sweating	usually people	i) taking water at frequent intervals
ii) loss of important salts in the body	working outdoors	ii) drinking water with a little salt before going outdoors
iii) patient feels weak and often faints		iii) covering the head and neck with thick cloth
		iv) drinking raw mango (roasted) sherbet daily

Note (i) that the students have already come across most of the words tested in the vocabulary unit except for one or two,

(ii) that the report of each student (Q4a), would vary. The report may be given in the present or past form and in detail or in a summary form like this :

Mother, Renu Aunty rang to say that she is going to see Sabita in the hospital this evening. You should be ready by 5.30 if you want to go along. She'll drop you home by 6.30.

ods to some extent among them to over stimulate with such (ii) etc.,  
and in such a way to turn you into a (iii) etc.,  
and to give them (iv) etc., which also in some way  
of his mind and no longer to interfere with the  
and all round (v) etc., and so that  
in a game of chess with an old man (vi) etc.,  
that he had (vii) etc., and so that  
and one such (viii) etc., and so that



Price : Rs. 5/-

11^31  
L E III(M) No.....